

# RECREATION

*Formerly* THE PLAYGROUND

— July 1935 —

## "Boys and Girls Together"

By Elizabeth Kemper Adams

## Something About Marionettes

By Elizabeth Haines

## Chicago Makes Her Preparations for the Recreation Congress

By V. K. Brown

## Music in a Public Recreation Department

By Harry G. Glavin

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# RECREATION

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# Joseph Lee

IN JUNE 1910—twenty-five years ago—Joseph Lee accepted election as president of the Playground Association of America. For all but four years of the Association's history Joseph Lee has been its president and its leader.

Play and recreation in 1910 were no new interest to him. Before the Association was organized Joseph Lee had worked many years in this field. As a boy he had known what play meant in his own life and the life of his family. He had read and studied Froebel's books. He was interested in progressive education before there was any such thing. Not only had Joseph Lee paid for apparatus and equipment and the salaries of the play leaders for the Boston Columbus Avenue Playground in the early days. For years he had carefully observed the play of children of all ages. With a lively memory of his own play days he had recorded what he had observed.

At the time Joseph Lee graduated from Harvard every man was expected to go into business or enter a profession but he did not need to make money and he was not interested in doing so. In England a man could enter public service with entire self-respect. In America a man could go to live in the slums, but to devote the major part of one's time to play and recreation and to think of this not in terms of the poor alone but of every one, was then hard to understand. Courage was required forty years ago to devote oneself to play.

Joseph Lee was a courageous pioneer with vision to see a great need and with readiness to leave beaten paths. While Joseph Lee worked in Boston and New England others were working in other cities and many persons and many influences were united in the organization that later became the National Recreation Association. Many of these persons were professional workers, but Joseph Lee as a layman, a public-spirited citizen, an educator, a thinker, with many many fields open to him, has not only for the twenty-five years of his presidency but before, dedicated himself specially to the recreation movement. Year in and year out, in good seasons and in bad, in war and in peace, without thought for himself, Joseph Lee gave himself and his influence to the national recreation movement. No task was too little, or too big, or too demanding. No job, even that of money raising, was too disagreeable.

Fortunately Joseph Lee was in position to contribute his time, to pay his own expenses as he made trips in behalf of the movement, and of course with his interest went his own financial support. But most of all the Association and the movement are indebted to him for his philosophy, his understanding of fundamental principles, his readiness always to think in terms of quality rather than quantity, to stand resolutely for what he thought really mattered. His presidency these twenty-five years has been no casual attendance at occasional meetings, but a vital continuous leadership.

Few could know the extent to which his humor, his keen mind, his knowledge of human nature, his wise administrative judgments have helped mould the national movement day by day for a generation. There is a spirit and a tradition which he has had a large part in building up. The movement of course is the result of the work of many thousands of workers in more than a thousand communities throughout the country. Its strength has been in its cooperative spirit. What has happened—has happened, however, under Joseph Lee's leadership.

Had Joseph Lee served for eight years in ordinary times as president of the United States it is doubtful whether he would have had the opportunity he has had in his twenty-five years' service as leader in the recreation movement to leave the impress of his spirit upon the nation.

The end of the twenty-five year period of consecutive service is a fitting time in behalf of the thousands who serve with him to record what his leadership has meant, the affection it has inspired.

HOWARD BRAUCHER.

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JULY 1935

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Of all man's works of art a cathedral is the greatest.  
A vast and majestic tree is greater than that.

HENRY WARD BEECHER.



# The New Leisure

By PAUL L. BENJAMIN  
Executive Secretary  
Council of Social Agencies  
Buffalo and Erie County, New York

IN A BOOK written about four hundred years ago I find these words: "For they . . . assign only six hours to work, those before noon, upon the which they go straight to dinner; and after dinner, when they have rested two hours, then they work three hours and upon that they go to supper."

That was Sir Thomas More's Utopia. It sounded fantastic when it was penned. But the machine is rapidly bringing about an Utopia in which there shall be time for men just to be idle or to devote their extra hours to fulfilling those creative desires and impulses which struggle within us.

This problem of leisure has become one of the baffling ones of our time. The machine has continually decreased man's hours of gainful labor. Much of the drudgery of life has been taken from the shoulders of men—the back-breaking family washing, the old carpet sweeper, the twelve hour day in the steel-mill. The machine should also liberate the spirits of men as well as their bodies. It will if we will only realize that perhaps the next great cycle in the world's history may be the providing of opportunities for all folk to live an abundant life. David Cushman Coyle says that the answer to technological unemployment is cultural employment.

This problem of the new leisure presses for solution whether we will or no. Certainly it demands that we find satisfying ways of using it. We must open up new vistas to men, help give them new desires, and offer them instruction in satisfying those desires. Not only does the leisure time on men's hands demand this, but the very nature of modern industry makes it imperative. More and more the worker finds himself a cog in a machine. He turns a bolt as the moving automobile belt moves monotonously by him. This regimented work gives him little opportunity for creative outlets. Consequently, he must find them in his leisure

time. And society must afford him full opportunity for doing so or dam up latent, powerful powers and motives which can find an outlet largely through unsocial conduct.

This means that instead of curtailing budgets for libraries, science museums, art galleries, community centers, organized recreation, and adult education, we must increase them. It means that we are destined to see a great increase in the place and functions of these institutions.

Just as adults must be served, so youth cannot wait. It is the policemen's club or the boys' club. On one hand you have the corner gang, crap-shooting in the alley, the petty crime; on the other hand you have the "Scout Troop," the "Y," the play center.

Clifford R. Shaw, of the Chicago Institute of Juvenile Research, states that the hundreds of cases studied clearly show that "the unsupervised play group is the medium through which a large proportion of delinquents are initiated and through which delinquency is transmitted from older to younger generations." Frederick M. Thrasher, author of *The Gang* is also of the opinion that "the unwise use of leisure time of young men from sixteen years of age to the early twenties, is responsible for an important proportion of the serious crime in America." He declares, "It is better to spend \$1500 in a local crime prevention program based on constructive use of leisure than to spend \$750,000 to convict one public enemy."

In Cincinnati the experiment has been tried of releasing boys on probation from the Juvenile Court to the character-building agencies. Over 90 per cent of the boys so released never return to the Court.

A study being conducted by Buffalo by the statistician of the Health Department, Mr. Delmer Batcheller, shows a close correlation between anti-social attitudes and anti-social behavior.

### What of the School, the Home, the Church?

What now is the relation of three great institutions—the school, the home and the Church, to this problem of the new leisure?

The school, of course, should educate for living and for the enrichment of life. Education should equip students to fulfill their capacities and desires. It should liberate the spirit instead of regimenting and dulling it. It should throb with the beat of life itself. Too often schools have ten commandments of which these are a part:

1. Thou shalt not permit students to become interested in their work.
2. Thou shalt not question the opinions of the teacher.
3. Thou shalt learn books—not life.
4. Thou shalt not permit students to confer among themselves.

of the folk education. It has become a singing experience.

6. Thou shalt not bring beauty into the classroom.

Now and then you discover an educational institution which does violate those restrictions. For instance, the Arts Guild of New York City is an adult college in which the students are expected to conduct themselves like "socialized, exploring, creative adults."

Its philosophy is expressed in the words: "Individuals are required, in actual experience, to respond with whatever inner resources they possess to the complete, unassorted welter of life; it behooves them, then, to discover, by active exploration and creativeness, both what their inner resources are and how life may be handled as a whole rather than as a succession of isolated fragments." They have

"I see here, Mopey, how a professor has written a book telling 800 ways to kill time under the New Deal. That must of been an awful lot of work."

chosen the arts as an educational force for the following reasons: Through them an individual may discover his own latent powers in thinking; a complex and puzzling world may assume unity and form; the qualities drawn upon in creative performance may be carried over into other fields and help condition his life. The arts' helps the student to win mastery over self.

Here you find self-discovery and self-revelation. In the words of James Stephens:

"I would think until I found  
Something I can never find,  
Something lying on the ground  
In the bottom of my mind."

Students at the Arts Guild find themselves growing into more socialized attitudes and discover a new eagerness about life.

The marvelous development of the folk schools in Denmark hints at what the relation of recreation and education may really become. Here play, drama and singing have become an integral part of the folk education. It has become a singing



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MOPEY DICK AND THE DUKE

land. A meeting of the stockholders of a bankrupt farmer's bank was opened with song.

Coming near home we have the annual music festival in Westchester County, New York. A chorus of 500 children is chosen from the various high school glee clubs and another chorus of 2,500 children from the grades. These take part in the festival. For weeks, the music classes in the schools throughout the county rehearse for the grand event. The weaving of music into the lives of the children gives them a priceless heritage.

Education needs to become training for life. Games, music, drama, play, therefore become an essential part of the curriculum.

Modern life has twisted and moulded the institution of the home into a grotesque shape. As Professor William F. Ogburn has so well pointed out, all the ties which have held the family together in the past—education, employment, recreation and others—have become seriously weakened. When my great-grandfather and his young bride went by ox-cart in the wilds of Pennsylvania and carved out a homestead, it became largely a self-sustaining one. They made their own home-spun, dipped their own candles, for recreation had squirrel hunting and sugaring off; education was at the mother's knee; religious worship was family prayers and reading from the ponderous Bible with the brass clasps. Now all that is changed—the movie, the Scout Troop, the automobile, the golf foursome.

But, says Mr. Ogburn, affection still remains as a powerful strand to hold families together. This provides us a cue as to some of the technique for happy family life. The development of the affectional techniques resides in doing things together, in recreational interests and associations.

I have in mind one family which is a gathering place for friends and kin-folk on a Sunday evening. Here you will find mother at the piano, father with his fiddle, Mary with her violin, and Jimmy with his flute. The family concert has become a regular event in that family. Without their realizing it, they have drawn upon an affectional technique to bind them together. In our church we now have mixed bowling, preceded by a supper for husbands and wives.

**"With the heavy hand of dire necessity lifted, men and women may be lured into the marvelous world of cultural interests which has been a closed world to so many. . . . Leisure should bring a new content into poverty stricken souls, with new appreciation of beauty and fineness and often the development of latent power."**—*Gratia A. Countryman in Bulletin of the American Library Association, July, 1934.*

Hobbies in which all the family can take part are an excellent device not only for developing a community of interest but also for having rare fun together. I know a family which is collecting fossils. Winter evenings you will find them gathering about the dining room table classifying their finds. On Saturday afternoons during the rest of the year

they are tramping along streams pursuing their fascinating quest. There will be no divorce nor separation in that family.

The family provides a continuous medium for education. The notion that education is a treatment applied vigorously between the ages of five and sixteen is a curious one; that somehow, life begins where education stops. After all, perhaps life does really begin at forty. At least our modern adult education movement makes it possible. The family is a place to nourish hidden skills and talents—to grow beautiful roses, to make exquisite sculpture from a cake of soap, to dramatize stories. My two boys spent a happy Christmas week writing a play, in constructing puppets and stage, and in putting on the show. The evening performance before parents and friends was a creative experience for them.

Clarence E. Pickett tells the story of the coal miner who was retrained to make furniture. He always came home from the mines ill-tempered and unhappy to spend his leisure time in scolding the wife and in beating the children. He was now employed in making hand-fabricated chairs. He happened one day to find a life of Henry Wadsworth Longfellow and he found in it a description of the bed used by Mr. Longfellow. Finally he procured a picture of the bed. He decided to make a copy of it. By working at night, he completed it, a beautiful piece of furniture. The surly disposition vanished. He became affectionate in his family relationships. Something had become released within him.

Only one who has experience knows the joy which comes from common tasks with children and mate—of hiking a golden afternoon up hill and down dale, of old-fashioned croquet, of reading the Highwayman of Alfred Noyes aloud in the evening with its swinging lines:

(Continued on page 222)



# When You're Making Tin Can Toys

Save those old tin cans. You will be surprised to find what attractive toys they will make

**B**Y USING a little ingenuity many attractive playthings can be made from tin cans of different sizes and shapes. In this article I have undertaken to describe the making, by simple methods of construction, a number of toys very attractive to children as playthings that anyone should be able to duplicate.

The tools needed, with a very few exceptions, will be found in any home workshop. The following are necessary:

A can opener which cuts out the top against the crimped edge, leaving a smooth top to the can instead of the jagged edge left by the ordinary old type can opener. There are several of these on the market. One called a "Gem" can be bought for twenty-five cents.

A pair of duck-bill tin snips

A block of hard wood about  $1\frac{1}{2}$ " x 2" x 12" which should be planed smooth

A pair of pliers for cutting and bending wire used in handles

A small hammer (ball pene preferred) and a mallet

A small file

A punch made from a nail filed square on the end

An alcohol lamp (one can be bought in the ten cent stores with a blow pipe attached)

A small quantity of self fluxing solder; rosin core solder is the most satisfactory, ordinary solder and soldering paste may be used.

It is important that cans to be used shall be washed at once when opened and thoroughly dried. Old cans or those that have begun to rust should not be used. You should have a receptacle handy for scrap pieces of tin, as these should not be left lying around. All jagged or sharp edges on any pieces to be handled or used should



By CHARLES M. GRAVES

Acting Executive Secretary  
Transient Bureau  
Columbus, Georgia

be immediately removed with a file; a small three-cornered saw file will be found convenient for this purpose.

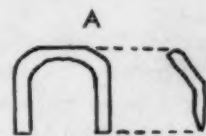
## A Toy Sauce Pan

A toy sauce pan can be made from a small can by soldering on a straight handle and making a lid from the top cut from a larger can. The handle should be a little longer than the diameter of the can and should be tapered and have hemmed edges—that is, the edges should be folded back to make a smooth edge and also to stiffen the handle. "Hemming" the edge is a process used on all handles and in some other instances is easily done by holding the piece on the block of hard wood and bending the edge over this with a mallet or hammer. When the edge has been bent at a right angle to the main piece for its entire length, turn the piece over on the block and bend this edge down with a mallet or hammer. Both edges of the handle should of course be hemmed and a hole should be punched in the small end. To attach this handle to the pan, bend about one-fourth

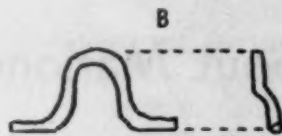


inch of the large end of the handle to a suitable angle with the handle and curve this to fit neatly against the can. Hold this handle in place by a wire around the can, being sure the can and handle are clean where they join.

If you have a soldering iron available and are accustomed to using it, you will need no further instructions; but if you do not have a soldering iron, the simplest method of soldering is to use self fluxing solder which is also known as acid core solder or rosin core solder. Cut a piece of self fluxing solder about one-half inch long and lay it in the crevice where the handle joins the can. Apply heat under the handle by means of a small alcohol lamp. As soon as the solder melts



**HANDLE FOR STEW PAN**



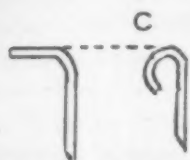
**LOOP TO RECEIVE HANDLE OF STEW KETTLE**

high and the same diameter may be used. (One which contained Vienna sausage is a good size.) Shape two loops to receive the handles, as shown in detail B. These can be

made from gem clips or wire or they can be cut from a piece of tin as the one shown in the illustration. Fit these loops to opposite sides of can so they extend slightly above the top. Secure them in place temporarily by a wire around the loops and the can. Now solder these to the can by the method previously described, using a small piece of self fluxing solder on each joint and applying the heat on the inside of the can by means of a small alcohol lamp.

To make the handle for the size can mentioned, cut a piece of wire  $5\frac{1}{2}$  or 6 inches long from a market basket handle or other wire about that diameter. To make the loops bend the ends first to a right angle and slip the handle in place before closing the loop as shown in detail C.

To make a lid for the stew kettle secure the top from the next size larger can. This may need trimming off from the outside to make it fit between the handle loops.



**STEPS IN SHAPING ENDS OF HANDLE TO KETTLE AND BUCKET**

or flows, remove the heat and a neat job of soldering should result. This same process of soldering can be used with a small piece of soft solder and soldering paste flux.

#### **A Toy Stew Pan**

A toy stew pan can be easily made from a can the same size as the sauce pan or a trifle larger. Shape two handles of wire, as shown in detail A, using wire from a light coat hanger or the handle of a market basket. File these a little flat on the side that fits against the can and make the top of the handle flare away from the can. Hold these in place by a small wire or string around the can. Lay a small piece of solder against one end of the handle, holding the can so heat can be applied from the inside. Heat with an alcohol lamp until solder flows. Repeat this for each end of each handle. After a little trial it is easily and quickly done. By using the top cut from a larger size can and soldering on a handle made of wire or a small piece of tin, a very acceptable lid can be made for either of these pans.

#### **A Toy Stew Kettle**

To make a toy stew kettle with a bail, a can about  $2\frac{1}{2}$  inches



**SPOUT FOR COFFEE POT (BEND ON DOTTED LINE)**

#### **A Toy Coffee Pot**

To make a toy coffee pot select a tall can of the desired size. The handle is made by the same method as the handle for the sauce pan except that it is shaped like the handle of a cup and soldered over the seam of the can both at the top and bottom of the handle.

The spout is approximately an equilateral triangle. (See sketch of spout marked D). Bend over the finger on the line from the middle of one side to the opposite apex. The edges of this should be filed to fit snugly against the side of the can in the proper position. Now punch or drill a number of holes so as to come under the spout; then bind the spout securely in place with a fine wire.

(Continued on page 223)

In RECREATION for July, 1933, Mr. Graves offered some suggestions for tin can craft. This month he gives us some additional articles suitable for the playground program.

# Something About Marionettes

and

## Their History

By

ELIZABETH HAINES

A MARIONETTE belongs to the great family of puppets, which is a general term applied to any specially constructed articulated figure, and refers both to marionettes and hand puppets. The main difference between *marionettes* and *hand puppets* is this: *Marionettes* are elaborately constructed figures worked by strings fastened to a wooden control, and manipulated from *above* the stage level; *hand puppets* are simply constructed figures, put on the hands like a mitten, and manipulated from *below* the stage level. Punch and Judy, brought to us from England, belongs to this latter class, as do the hand puppets of France, called "guignols." In the parks of Paris the French version of Punch and Judy is given, to the delight of children and their nurses.

### Where Did They Come From?

No one person (at least in modern times) ever "invented" marionettes, as some people believe. Marionettes and puppets are so old that even today their origin has not been definitely established. Figures of marionettes have been found in Greek, Roman and Egyptian tombs, and references to them have been made in the writings of Aristotle, Plato and Horace. The ancient Greek name for marionettes means literally, "puppets suspended from strings or threads." In India, the name formerly given only to puppet showmen meaning "string-puller," has today come to be a term applied to any theatrical producer, a further proof that puppet plays must be more ancient than the theatre of human actors.

Marionettes were known in China, according to written record, as early as 630 A. D., where it is



thought they were brought from Turkestan. Owing to the political and military expansion of the Mongols, Chinese traders carried the marionettes over Asia to Africa and Europe where they were developed into religious automata used in churches and church processions.

### Their Popularity

The popularity of marionettes and hand puppets, like a great many other things, seems to go in cycles, and in the 17th Century hand puppets rose rapidly in favor and attained their greatest height in the early part of the 18th. Then Punch flourished in England. His broad burlesques appealed to the low state of the English folk humor of the period, and it was then, too, that his physical appearance of hooked nose, hump front and back, cap and ruff became standardized. In 1713 a permanent theatre was established for him in Covent Garden, but it was not until the end of the Century that he married Judy, who from that time on remained a permanent member of the troupe. Punch was so popular he had to appear in every performance, even Biblical dramas, to satisfy public demand, and as an actor he was seriously compared to the greatest living actors of the day—Edmund and Keene. In fact, not only in England but in nearly all Asiatic and European countries, Punch, in one form or another, is the national puppet hero, and in each country his characteristics—greedy braggart—are the same. Throughout its history we find the hand puppet theatre the voice of the common people, and Punch their greatest spokesman. Easy to transport, the hand puppet theatre quickly drew a crowd when set up on the street corner and was the newspaper of the times, for the puppets not

only reflected the life and customs of the period, but also influenced and shaped public opinion. Punch was in turn commentator as well as agitator on important religious and political questions of the day.

Although the mechanics of manipulating hand puppets seem to encourage slap-stick methods of expression, that is not true of all hand puppets. The French writer, George Sand, established a complete puppet theatre in her home. Her son carved the heads, and she costumed the figures. Over a period of 25 years they presented a series of parodies and satires on popular authors of the period. The puppets have been preserved and are occasionally placed on exhibition at Nohant, France.

Writers of other periods knew and like the puppets. Shakespeare mentioned them repeatedly, and on one occasion makes Hamlet wish to be the speaker on a marionette stage. Ben Johnson, Addison and Steele, Swift and Pepys refer to puppets and shows they saw. Maurice Maeterlinck wrote some beautiful marionette plays. Cyrano de Bergerac stabbed and killed a famous ape, "Fagotin" who appeared in a puppet show, because he thought the ape was making fun of his nose! Samuel Johnson thought the marionettes played much better than living actors, and coming to our modern writers, George Bernard Shaw declares himself a champion of the puppets.

Musical geniuses, too, have written for the miniature actors. Joseph Haydn had his own marionette theatre, and wrote a number of operettas for the puppets, as well as his familiar "Toy Symphony."

The greatest poem in the German language, which has since become a well-loved opera, was inspired by marionettes. As children,

Si and his wife discuss the dairying situation in "Down on the Farm," created for New York State Milk Campaign.

Goethe and his sister were given a marionette theatre for Christmas by their grandfather, and having written for and loved the puppets from childhood, Goethe drew his inspiration for "Faust" from seeing a marionette performance of an old German legend on which the plot was based.

The 18th Century might well be called the "Golden Age" of marionettes, for it was then that they reached their greatest popularity and played a considerable part in the public life of all civilized countries. At this time marionette showmen became so numerous as a class that they were formed into a guild, with their own special regulations and customs. One peculiar rule was that none of the play texts should be written, but everything, even the prompter's stage directions, had to be memorized. This custom, in part, has survived today, and most professional marionette companies memorize the lines of a play, and do not, as many people suppose, read the lines while working the puppets, which would be a task requiring the physical agility of an octopus and the mental agility of a Dorothy Parker. Some companies do have one group to manipulate the puppets, while another group reads the lines, but it is felt that this method is not as satisfactory as when the lines are memorized by the manipulator.

Strangely enough, at this time the church, especially in England and France, was very severe in its war against the legitimate theatre, but the puppets seem to have been in some way overlooked,

(Continued on page 224)



Courtesy Frank and Elisabeth Haines



# The Boy Scout



# and His Hobbies

**"Get a hobby, acquire  
skill in its exercise,  
and ride it hard."**

*By*

**R. A. BARRY**

**P**ROBABLY there are few normal, wide-awake boys who are not hobbyists after their own fashion. A boy will collect anything and everything from snakes to postage stamps, dabble in anything or everything from whittling to soap sculpture, spend endless time and effort on whatever the craze of the moment is, whether it is making devious jig-saw puzzles, daubing with paint or fabricating gliders. So long as the appeal holds he will ride any hobby horse tirelessly and enthusiastically until it is supplanted by a new interest.

Scouting, recognizing this universal boy proclivity, utilizes it and directs it to constructive ends, offers a wide range of possible hobbies from which individual Scouts or group of Scouts may choose the project which fits their tastes capacity and natural aptitudes. Such hobbies are suggested or encouraged as will have more than a transient value and offer ever increasing depth and breadth of interest, will lead on and on, instead of coming to a dead end, and will become a permanent enrichment of the boy's life, instead of a passing fancy.

As everybody knows a new hobby may get you under its spell at any hour or day. There is no closed season for hobbies. But for the Boy Scout perhaps the happiest hunting ground in this field is his summer camp. In camp hobbies are both literally and figuratively in the air and under foot.

Bugs or butterflies may catch and hold the embryo naturalist-collector's interest. A talk on leaf shape and veining may set more than one youngster to experimenting with leaf moulds in plaster or blue prints, both of which lead to engrossing

new kinds of craft, aside from the heightened powers of observation of nature's laboratory and design. A wild flower hike may turn attention happily and instructively toward pressed flower collections and on to botany, including a new zeal for conservation of natural beauty. The romance of star study by flashlight may go not only to the production of constellation maps, but farther still, to the science and fascination of astronomy itself. Magnifying glasses and telescopes have their enduring magic for many a boy who has hitherto been more interested in sling shots and jack-knives.

A Patrol on a hike with a leader who "knows his stuff" may find, if not actually "sermons" in stones, a tremendous new interest in the history of this old world which may take the boys to libraries when vacation is over to find out more of what lies behind an apparently insignificant boulder, start the habit of mineral or rock collection.

Hobbies are quite frequently unexpectedly born on hikes. A bird hike may inspire more than one boy to the closer observation of feathered friends and that may start him on record keeping or more impressive still, to "stalking," that most intriguing and challenging form of hunting which is done with camera instead of gun, which leads to the dual hobby of photography, plus nature study. Often, too, it leads still farther to the advantage of both birds and boys. Interest in bird feeding stations conducted as a winter Good Turn is developed, and birdhouse building becomes a Patrol project or a hobby for an individual Scout who fancies carpentry with a purpose.



The winter camp or hike also offers priceless opportunity for the wild life hobbyist. It is a thrilling experience to come upon a clear, revealing imprint of shy creatures who have passed by in the night, going about their secret business while Boy Scouts slept snug and warm rolled in blankets. Observation and deduction are involved in this kind of trailing, and it is an exciting Sherlock Holmes sort of adventure to make a careful, precise plaster cast of the footprints of a fox or partridge, to be later moulded in plasteline for a permanent record placed in the Troop museum or used for useful and decorative purposes on book ends or paper weights.

Every boy loves to whittle and Scouts are no exception. Wood work of all sorts lends itself easily to hobby impetus. Boy Scouts carve everything from peach stone Patrol emblems to elaborate totem poles in which the Troop history and tradition may find permanent, significant form or deep delving into Indian lore in pursuit of suitable symbols may give rise to another study and hobby, whet an interest which the making of Indian war bonnets, designing bead work or fashioning moccasins and axe pouches may have already set in progress.

Whether it is a bird house or a "katchina," an art stone vase or a leather first aid kit, a raffia fish basket or a ship model which holds the young hobbyist's enthusiasm at the minute, he is encouraged to put into it his best efforts. The Scout is impressed with the fact that whatever is worth doing at all is worth doing well and that Scout workmanship should be at all times thorough, careful, sincere, "exact," done upon honor, Scout fashion, nothing slipshod or half-hearted about it, since the product is to be a permanent thing of use or beauty, or probably both. He is also encouraged to make his hobby project whatever it may happen to be, an expression of his own taste, inventiveness and personality. A hobby is a highly individual thing and even the arrangement of postage stamps in an album or the moulding of a cast may be an indication of character and potential abilities and bent.

No one who is a genuine devotee of any hobby will be content to be merely a dabbler in the subject. He wants to know what is behind it all,

the theory as well as the practice of the art or craft involved, the story of what experts have done in the field of the interest which he is pursuing as a halting but eager amateur. In this connection the Boy Scouts of America has developed its "Merit Badge Library," a series of pamphlets dealing interestingly and accurately with each of the more than a hundred subjects offered as Scout electives, the Merit Badges for which they may qualify after hard work, intensive study and practice and rigorous tests by experts.

The Merit Badge Program gives Scouts a wide choice of worthwhile hobbies from which each may make his selection. In his Merit Badge work a boy not only delves rather deep into a number of arts, crafts, sports, sciences and interesting activity projects to his advantage. He also gets an opportunity to discover himself, find out what he can do best and is most interested in doing, not as a casual experiment but as a permanent interest and objective of study and practice.

The Merit Badge covers an enormous field, including as it does such diverse subjects as aviation and bee keeping, basketry, pottery, stamp collecting, archery, weather, printing, dramatics, pioneering, chemistry, forestry, wood carving, gardening, radio and so on. Here is plenty for any hobbyist, something to suit all tastes. A Scout training for a Merit Badge test may mean finding a life long interest, an avocation which will be valuable recreation for off hours as long as he lives. He may also, whether he knows it or not, be finding his life work or the open sesame to a great and unexpected adventure and opportunity.

It was as an all round trained Scout that Admiral Byrd selected young Paul Siple, Sea Scout and Eagle, among many candidates for his earlier polar expedition, and Paul and four other Eagle Scouts are with the Admiral now in Little America. Another Eagle Scout, Hugh S. Davis,

had the luck to be chosen to accompany the Martin Johnsons recently to Africa, on a "Big Game Trek." Davis, who became a Scout the minute he was within the twelve year old minimum age limit, developed in the course of his years of Scout training two contrasting major hobbies, photography and zoology, and it was on the

**"In the good life craftsmanship is the necessary complement of the fine arts. In the fine arts one learns to give form and limit to the world of dreams. In the practical arts, one learns to get rid of dreams in dealing with the physical stuff of life. One learns that a fine idea is nothing until with slow patience and experiment one has somehow bent the innate cussedness of metal, and fabric, and wood, and paper and paint to its realization."—Marjorie Barstow Greenbie in *The Arts of Leisure*.**

(Continued on page 226)

# Playing Indian With a Purpose

By JOHN H. KREHER  
Albany, New York.

EVERYONE is interested in the Indians who were the fore-runners of modern civilization and roamed the forest and glen with silent tread and watchful eye long before the white man set foot on what is now called America. They are the fascinating enigmas from the dim and remote past. The pitiful remnant of red men herded into the reservations is no more representative of the original Americans than are the present-day nomadic peoples who occupy Egypt like the highly intelligent Pharaohs of centuries before. It is indeed ironic that so much more is known about the Egyptians, Babylonians, Sumerians and other ancient peoples than has been learned about the customs of our real Americans.

The early white settlers aroused bitter hostility on the part of the Indians by their unfair tactics, land grabbing, dishonest trading and other practices. What remained of the traditions of the Indian in the form of mounds, village sites and relics was promptly plundered and despoiled. Many boxes of priceless relics were stored in dusty attics with little or no hope of linking them to any historical significance. It is no wonder that under this treatment the Indians who survived remained mute, stoic, and reluctant to impart their lore to the white man. Indianology has died out with the decline of generations since the landing of Columbus.

## New Interest Evidenced

Now at last, at the eleventh hour, the nation and states are determined to learn everything possible before it is too late. In Pennsylvania, for example, an organization has been launched for the purpose of arousing people to action in the study of Indian lore and in preserving from despoilers the last vestige of mounds, sites and burial places. Some systematic work is going on in North, South and Central America by Foundations which are at last bringing to life the hidden secrets of antiquity.

What can a local community do? In answering this question

we refer to Aliquippa, Pennsylvania, where interest, research and action have been so ably ex-

emplified by the children of this Ohio River steel town named after an Indian queen and located in a richly historic area. Here the schools cooperated splendidly. The children became intensely interested, with the grades studying various phases of Indian lore and adopting certain branches of crafts. Thus weaving, pottery, bead work, and the construction of Indian dwellings have been pursued with interest and satisfaction. The older boys laid the foundation for an historic museum in the fine local library building where glass show cases held the exhibits and displays all attractively labeled and offering explanations gleaned from information obtained from authoritative sources. A museum of this type will undoubtedly arouse the interest of older people and may result in stored, forgotten relics coming to light for study and display.

## There Must Be a Purpose

"Playing Indian" too often consists of carelessly thrown-together programs lacking purpose, plan or objective. Many times they are planned so hurriedly as to border on the ludicrous, with children whooping, yelling, hopping around in a circle and getting nowhere.

In contrast let us set a purpose—an objective based upon study, educational values and genuine enthusiasm; let us have everything done in as nearly an authentic way as possible with well-made craft projects to supplement the rituals, ceremonies, dances and plays.

**The Procedure.** It is a fallacy to suppose that only real Indians can teach Indian lore. Anyone with imagination, the love and thrill of adventure and romance, may find a place for himself in the Indian lore program. The leader must necessarily read up on his subject, trying to look at the world through the eyes of the Indian and seeking to inspire his group with his own spirit of enthusiasm and delight in the subject. He should visit mu-

The material in this article has been taken from a book being prepared by Mr. Kreher. It is the author's hope that enough has been presented to arouse many workers with youth not only to play Indian but to play it with a purpose!

seums wherever possible and learn all he can, making the information available to the group, modifying it to meet their ability, considering such problems as the availability of materials, and at the same time arranging his program to cover a considerable period, always keeping at least one more trick "up his sleeve."

This is not as difficult as it may seem. While there are not many books available, there are nevertheless enough with which to proceed for a long time. With the increasing fascination of the hobby, the leader's imagination and initiative will do the rest, as time goes on, in supplying plenty of material and motives for group activities.

### Adapting the Program

It is very important that the program shall not be too difficult or too far over the heads of the group. Fortunately Indian lore can be modified to suit the age group, from simple activities and crafts to the more intensive work for older boys and girls, up to the more skilled activities of the late adolescents and sometimes beyond that.

A good slogan in Indian lore is *Simplify, Clarify, Modify*. There is no harm in such modifications as one cares to make for the simple reason that initiative must supply what antiquity has failed to provide or what might be impossible to reproduce because of vagueness, uncertainty of interpretation and similar reasons. There is no harm in producing a mask by some modern and simpler method than that of the Indian which involved carving it on a living tree trunk and later felling it. After all it is the spirit with which a project is pursued that counts most.

Through study we learn of the many beautiful customs which were practiced by these primitive people and of their ideals—their courage, patience, determination, endurance, skill, reverence for elders, tribal fidelity, and religion. Our own objectives cannot fail to be enhanced by the perpetuation of the Indian's best traditions.

We moderns so surrounded by every comfort and convenience that we are likely to accept them as a matter of course can find further inspiration from a study of this vanished race; how they

### A FEW HINTS TO THE LEADER

**Be well prepared. Be enthusiastic. Read up on the subject.**

**Set an objective. Don't hurry. Keep the children constantly striving to attain a higher degree of excellence.**

**Fit the program to the group.**

**Buy little, make much. Whatever is done should be well done, unhurried and an object of pride.**

**Inject into your work the idealism, reverence and moral values of the Indian.**

**Keep the group posted on research. Arrange visits to museums and historic sites. Learn all you can about Indians.**

**Arrange for an Indian camp during the summer for a week or more.**

adapted themselves to the terrific elements, hunted animals for food and clothing, raised their crops, wove clothing, fashioned tools and weapons, and made fire without matches. Their skill, patience and ability to carry on under every adverse circumstance are the marvel of the ages. Any one of us living in the present day would find himself in a sorry plight indeed if he were suddenly cast into a setting such as the Indian knew and made to shift for himself. The more we

study, therefore, the Indian's way the more fascinated we become.

### Playground and Camp Objectives

The introduction of the Indian lore into the playground and camp program will be worth all the time and energy expended, and the entire scheme of recreation will benefit from it. In the closing exercises of the playgrounds there might well be a colorful pageant of Indian lore prepared for during the summer.

The writer has trained groups during the year with several weeks in a summer camp as an objective. Here the children set up an Indian village with teepees and other paraphernalia made during the cool months preceding the opening of camp. Teepees up and council ring ready, they carried on not as they do in steam heated camps but in the ways of the Winnebago or Sioux Indian. And what thrills and satisfactions were involved!

### Getting to Work

Some leaders spend a great deal of time on ground work with a program of story-telling, simple crafts, trips and hikes. Others have an orderly, methodical plan of progression with degrees, coups for achievement and awards at council fires. Much help may be obtained by studying the program of the Camp Fire Girls, Woodcraft League, Boy Rangers and other youth programs that feature some Indian lore.

Many leaders use classifications such as paleface, papoose, hunter, brave, warrior, sachem, grand sachem, minisino, etc. Other leaders have the children qualify as medicine men, chiefs, tom-







# "Boys and Girls Together"

By ELIZABETH KEMPER ADAMS

NOT ONLY on the sidewalks of New York but all over the country, boys and girls are playing together. Yet there is still an appalling dearth of satisfying and adequate recreation for the older group of young people from sixteen or eighteen to twenty-four years of age.

The depression has borne with particular hardship upon this group. Most of them are out of school or college and large numbers of them are unemployed—in fact, many have never been employed. With so many experienced workmen who are heads of families eager for jobs, it is no wonder that the single and inexperienced are passed over.

## Recreation for Older Boys and Girls

Most of the organized recreation for boys and girls is designed for younger groups. Boy Scouts, Girl Scouts, Campfire Girls, the programs of the Young Men's and Young Women's Christian Associations (although these deal also with the ages in question), youth clubs of various kinds, and the schools all cater to boys and girls from ten or twelve to sixteen. And their task is much simpler, since these youngsters just emerging from childhood are at the stage when they naturally form gangs and clubs of their own sex and thirst for adventure and a chance to use their hands and brains in projects of their own devising.

Recreation for the older group is a much more difficult thing to organize and handle. These young people out of school look upon themselves as grown up; they often are grown up. They resent interference and supervision and prefer to choose their own amusements, too often socially and morally destructive. Many of them are casuals of the land, wandering about as transients, as Thomas Minehan has shown

in his *Boy and Girl Tramps of America*.

The Civilian Conservation Corps camps perhaps point the way to a joint program of work, education, and recreation for these older young people. Government grants to college students and to junior colleges are designed for their benefit. But their plight is arousing widespread public concern and current magazines are full of articles dealing with them and their difficulties. The San Diego Exposition is dedicated to Youth and its outlook. Just now the Government is considering a large-scale program for them to be paid for from the new work relief funds.

## Proposed Government Action

In response to a Congressional resolution offered by Senator Walsh of Massachusetts asking what is being done to aid young people of these years to secure employment, the Secretary of Labor issued a letter in April, 1935, supplying available information and outlining a work-education-recreation program calling for an expenditure of \$96,000,000 and to be administered by a new Junior Work and Emergency Education Division in the Work Relief Authority, with a coordinating advisory agency representing the Children's Bureau and the Employment Service of the Department of Labor, the Office of Education of the Department of the Interior, and other relevant agencies, public and private.

This ambitious plan calls for state and local administration and federal organization and supervision. It provides an allotment of \$15 a month for six months to young people for employment in local projects involving work, training, and fruitful use of leisure time. It suggests the expansion of the Junior Employment Service in cooperation with school

"The Federal Department of Labor estimates that about 3,000,000 young people between the ages of 18 and 25 are out of school, unmarried, and unemployed. Sample studies in various states and cities indicate that the rate of unemployment in this group is markedly higher than in the population as a whole. In Massachusetts in 1934, 35 percent of those between 18 and 25 were unemployed against 25 percent of all ages; in Pennsylvania, 42 percent against 28 percent; in Springfield, Ohio, 39 percent against 22 percent. In Milwaukee, 75 percent of the high school graduates of 1933 were unemployed six months later."

and community placement offices, an extension of the Federal Committee on Apprentice Training, a further development of C. C. C. camps, with increased provision for education and guidance and closer relations with community agencies, and the setting up of one or two experimental camps on the model of the Fort Eustis Camp of the Transient Service. It favors the continuation of aid to college students and junior colleges and educational assistance to the extent of \$2.00 a week to boys and girls of sixteen and seventeen.

The Federal Office of Education also issued on April 26, 1935, a similar plan for a nation-wide community youth program, whereby public schools would serve as local adjustment and guidance centers and local projects be worked out providing young men and young women with at least 42 hours a week of work, education, and recreation, with a maximum grant of \$20 a month as wage or scholarship. This plan lists a wide range of possible jobs for young people as helpers or internes in public or quasi-public agencies, apprentices on farms, etc., and provides for a Federal Advisory Council for Youth, with representatives of the Government agencies concerned, the public, and young people themselves.

#### A Challenge to Organizations for Youth

Whether these large programs will be authorized and launched, and just how the two plans will be reconciled remain to be seen. But they show the scope and seriousness of the problem of older youth today and the necessity of concerted and national planning. To public and private agencies dealing with recreation and the maintenance of morale among young people they present a challenge to clearer and more far-flung thought and action. Above all, they bring home the fact that too discouraged or reckless young people, who feel beaten by life before they have had a chance to



Courtesy Girl Scouts, Incorporated

**The problem of recreation for younger boys or girls is not a difficult one**

live, recreation must include far more than games, hikes, and parties; must, in fact, be an integrated scheme for putting them on their feet and giving them some sense of a fairly stable and meaningful existence.

Meanwhile, there is much to learn from recent studies of recreation, such as the *"Leisure of 5,000 People,"* made

by the National Recreation Association in 1933, and *Youth Today*, made by nine national youth organiza-

tions in 1934, and from the experiences of schools and organizations for young people, both in this country and abroad.

All the programs for younger boys and girls have been forced to consider those who have gone out from their membership or who have lingered along after they became sixteen, seventeen, even eighteen or older. Such young people often cling to a juvenile program from a sheer sense of inadequacy for the plunge into the grown up world and a hesitation in entering upon social relations with the other sex. The organizations which vaunt the hold they keep upon their older members need to ask themselves seriously whether they are not abetting a permanent prolongation of adolescence.

#### What Is Being Done?

Most organizations, however, are facing the problem of the older boy and girl and striving to meet it. In England, where folk dancing is almost a national institution and where the Boy Scouts and the Girl Guides are under a single head, although separate in administration, folk dancing among the two groups is a popular and growing practice. Week-end parties for this purpose have been successfully carried out. In this country, the Girl Scouts, with whom the writer is especially familiar, have been encouraging boy-and-girl activities among their older members, as well as

many undertakings for parents and other older people and for the community as a whole.

A recent publication of the Girl Scouts (April, 1935) deals with the *Interests and Activities of Older Girl Scouts*. Replies from a questionnaire sent to 349 older girls in the organization show that although nearly all of them liked informal parties and "dates" with boys, only sixty-one said that their troop activities included parties and other forms of recreation in which boys participated. Reports from Girl Scout Local Councils (sponsoring groups of adults) make a somewhat better showing. Of 128 Councils, 71 reported that they had boy and girl activities. Of 75 Local Councils in small communities, 27 reported such activities.

Instances are cited: Orlando, Florida, has a folk dance club of Boy Scouts and Girl Scouts, which meets twice a month in the American Legion Hall and is very popular. In Milwaukee, the Boy Scouts and the Girl Scouts had a party and exchanged gifts. In Los Angeles, Boy Scouts and Girl Scouts served as ushers at the Twelfth Annual Extemporaneous Oratory Contest sponsored by the *Evening Herald and Express*. In Elizabeth, New Jersey, Girl Scouts helped Boy Scouts to recondition toys for Christmas, repainting and dressing dolls. The

Elizabeth Garden Club is sponsoring a contest in tent caterpillar extermination among Boy Scouts and Girl Scouts. In Evanston, Illinois, Girl Scouts have been asked to share in a Boy Scout project of planting berry-bearing shrubs in the parks and along roadsides. These Scouts lend the girls their camp for a month every summer. In Canton, Illinois, where a husband is scoutmaster and his wife the Girl Scout troop leader, joint skating parties have been much enjoyed. Girl Scouts often usher at Boy Scout entertainments and vice versa. In this country, the two organizations are entirely independent, but there is considerable local friendliness.

At the annual Eastern States Exposition in Springfield, Massachusetts, boys and girls of various organizations—Scouts, 4-H Clubs, Junior Achievement Clubs—put on demonstrations of carding, spinning, and weaving wool, hammering silver, dipping bayberry candles, and carrying on other pioneer processes. They also act as guides and furnish music.

Modern high schools are doing much to encourage friendly intercourse among boys and girls and to provide wholesome interests for leisure time that will prove a lifelong resource.

Chief among these are school dramatics, choruses, and orchestras.

Providing leisure time activities for older boys and girls together is a harder problem



Courtesy Westchester Workshop



Both schools and youth organizations have had a large part in promoting an interest in outdoor life, nature, hiking and camping. In many places, boys and girls have shared in the construction and maintenance of a hiking shelter and carry on together many delightful outings and excursions. Progressive coeducational camps for younger boys and girls also lay a foundation for outdoor skills and pleasures and wholesome cooperation that will last into adolescence and maturity.

The widespread interest in winter sports is also bringing older young people together for weekend and holiday skiing, tobogganning, and skating. Here, the new development of youth hostels—long familiar in Europe—is playing a leading part. The American Youth Hostel Association, with headquarters in East Northfield, Massachusetts, is establishing an experimental chain of hostels located at intervals throughout New Hampshire and Vermont, with others in Massachusetts and Connecticut. Mount Holyoke College is opening the Mary E. Woolley Youth Hostel. At the pioneer hostel in East Northfield, opened on December 27, 1934, 1,100 boys and girls,

high school and college students, have stayed from one to three nights. Much interest has been reported in this experiment designed to help meet the desire of youth for new sights and new experiences. Educators, youth leaders and others are watching the development of this "facility for travel," as those sponsoring the movement term it.

Expenses are being kept at a minimum at these informal hostels. While rules are not burdensome certain requirements are, of course, made. Some of them, as stated, are that nobody may stay over three nights, and travelers must bring their own sleeping equipment and cook their own food, all of the simplest. Hostels must be chartered and

travelers must provide themselves with a hostel pass at a cost of twenty-five cents a night.

Interest in sailing a boat is something that also draws boys and girls together. The Girl Scouts have recently worked out a Mariner Program for older girls who live near the sea or other large body of water. A party of older Girl Scouts from Springfield, Massachusetts, has chartered for a summer cruise the schooner *Yankee*, just returned from a trip around the world. There is no reason why Sea Scouts and Mariners should not plan sailing trips together.

The activities of the E. R. A. in promoting group music and dramatics have incalculable possibilities. Young people will flock to a chorus or orchestra and work with absorption together in getting up a play, constructing scenery and costumes, devising lighting effects, and so on. A common interest in any art—playing an instrument, designing and sketching, photography, will draw many a boy and girl together.

A project that needs to be tried out more fully is that of community workshops for young people, especially in smaller places. The experience of a Girl

Scout camp in Rhode Island shows what may be done. An old craftsman, a man of many skills, was in charge of the camp workshop, and the girls under his direction, visited old houses and made reproductions of old latches, hinges, and so on in wrought iron and reflector lamps, candlesticks, and other articles of tin, as well as working on other traditional crafts. In almost any village—at least in the older parts of the country—there are these old workmen and workwomen, who are able to teach not only a craft but also the history and traditions of the local past. And what a boon for them to be employed. With such resources, there is no need for boys and girls to waste their time on gift shop trumpery.

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*Courtesy Girl Scouts, Incorporated*



# Chicago Makes Her Preparations

for the

## Recreation Congress

By V. K. BROWN

Chief of the Recreation Division  
Chicago Park District



Wide World Photos, Inc.

### Chicago's Recreation Mayor

**T**HE SECOND Recreation Congress to be held in Chicago will convene on the 30th of next September. Proud of its new field houses, the city invited the National Recreation Association to hold the 1907 Congress in the city, at the beginning of the municipal recreation program in the park systems. The community small park was a new idea at that time; its service to the people of the city was just getting under way; local enthusiasm over the innovation was at its height, and representatives of other cities were interested in studying the outcome of Chicago's experiments. The fieldhouses at that time numbered ten in the South Park System, and under the direction of E. B. DeGroot they had established themselves as new factors in the life of their neighboring communities. There were playgrounds for old and young, swimming pools and skating areas, athletic fields and gymnasiums — indoors and out — surrounded by landscaped borders, proving that

places for vigorous activity might still be kept sightly and constitute adornment to the city and a suitable part of a beautiful park system.

### The Old and the New

Speaking for Chicago, Mayor Edward J. Kelly invited the 1935 Recreation Congress to the city, because changes have taken place quite as new in their way as were those presented to the inspection of the earlier convention. The original ten fieldhouses, in the now unified metropolitan park system have come to number 90 buildings, operating in the service of the people of the city, in the Park District alone. Adjoining public schools, and serving both the school children and the neighborhoods where they are located, the Board of Education now maintains 61 school playgrounds, many equipped with their own special shelter buildings. Under the city government proper, operated through the Bureau of Parks, Playgrounds, Bathing Beaches and Airports, are 39 neighborhood play centers, ranging from small playgrounds in densely populated districts to large sized athletic fields. Circling the city there are close to 60 square miles of natural forest preserve, operated by the Forest Preserve District of Cook County, as a woodland place of resort, inviting the people of the city to visit and enjoy not only the native landscape of the region but also prepared pleasure grounds—camp sites, picnic groves, swimming pools, and golf courses.

The Mayor invited the Congress to come back and see the growth of thirty years in a city made conscious of the value of an adequate recreation plant and equipment. The Congress was invited also to bring its selected group of specialist counselors into the center of this physical set of properties, to consider, together with the local planners of Chicago's services to leisure, the means of adapting both plant and program to the new needs which are emerging, and require new adaptations of the service.

Mayor Kelly was himself President of the Board of South Park Commissioners during thirteen critical years of expansion in that system before consolidation. He saw through to at least its initial stages of completion the filling in of the lake front, the increasing of park acreage opposite the heart of the city, and the provision of a publicly owned strip of shore land from Jackson Park for six miles northward to the center of Chicago. The Stadium—since christened Soldier Field—was built as a modern metropolitan town hall during his presidency of the Park Board. The Shedd Aquarium and the Adler Planetarium were donated by private citizens to the newly developing civic center in Grant Park, and the Buckingham Memorial Fountain, electrically illuminated, was presented to the Park Board while he held that chair. A bond issue was approved by the voters restoring in stone the temporary structure which housed the Fine Arts Exhibit of the World's Fair of 1893, to take permanent place among the great institutions of the city as the Rosenwald Museum of Science and Industry—the gift of Julius Rosenwald to Chicago in its museum features and in part as to the building itself, supplementing by private philanthropy the public contribution to the building restoration proper.

In all of this development the thought of service to the recreational and cultural needs of the city had been dominant, and paralleling these major improvements the continuing development of new small parks went forward with additional fieldhouses built and put into service, as affording more intimate benefits to the masses of the people. Mayor Kelly had seen changes take place in the type of program operated in the parks and on the playgrounds

of the system—the introduction of more of democracy among self-taught and self-sustaining groups, with less emphasis upon teaching, and more of emphasis on independent experimenting among the group members, and now that universal leisure presents itself in terms not of the idle hour, but rather of the idle half day, and our recreational institutions must serve not casual visitors, but whole communities, he voiced not only his own experience and deep interest in the recreational welfare of his city, but he expressed also the feeling of the entire city over which he now presides as Mayor, when he invited a Congress of the nation's thinkers and students to come this Autumn to Chicago, look over with us the facilities which we have, and advise with us in our pioneering in the new service to the spare-time life of our city.

#### Chicago Offers Many Advantages

Chicago is, we think, a fortunate choice for holding a review and stock-taking convention. It is a representative industrial city, with the faults, the advantages and the possibilities implied by that fact. It is a city which has lately been galvanized into a progressive outlook by the fact that its Century of Progress Exposition was successfully carried through in the darkest days of the depression. Dramatizing man's triumph over difficulty, featuring the application of thoughtful study to immediate problems, reflecting the accomplishment of the scientific approach, the Exposition could not but be stimulating.

In its second year the Exposition management approached the municipal governments of Chicago, asking that they contribute exhibits. The Park Board at the moment was in the process of taking over and re-organizing the park services. The exhibit which the new Board installed was of a demonstration sort, featuring some of the newer types of recreational hobbies. There were exhibits of boys working on model airplanes, bird houses and metal engines; of girls making their own dolls, masks, and puppets; of women quilting, tooling leather, and engaged in fabric decoration in various art-crafts. There was very little space given to athletics and sports, but considerable space devoted to weaving and to some of the old and new

In 1907 Chicago was host to the first Recreation Congress to be held—one of the history-making events in the recreation movement. And now Chicago invites the Twenty-first Recreation Congress to enjoy its hospitality and see the changes which have taken place in twenty-eight years. V. K. Brown, who for years was associated with the Chicago South Park System, tells us of some of the changes and innovations.



One of the beautiful sights delegates to the Recreation Congress will see—the Japanese Garden in Jackson Park, the gift of the Japanese government

table games. With consolidation of the parks impending, visitors were

asked to register their names, if interested residents of Chicago, at any of the booths which attracted them, in order that they might be advised later when club groups should be formed to undertake such activities in the parks near their homes.

The tremendous registration which resulted evidenced the public's readiness to undertake a new sort of recreational program. It proved to our satisfaction that locally, at least, there was a need of thinking in new terms if we were to meet the requirements of the new leisure, and when consolidation of the parks became a fact, under a restricted budget—since consolidation had been approved by the voter as a means of economy in public expenditure—we were faced not with a mere demand that we scale down our costs; we were confronted, rather, with the absolute necessity of building from the ground up a new organization, developing a new and much more comprehensive program than in the past, on a basis of expenditure below any point of economy which the major systems, at least, had ever in the past approximated.

This did not merely tend toward a gradual revision of program and organization; it demanded an entirely new program and organization, as a

matter of absolute necessity. That program and organization has

now had almost a year in which to prove or disprove itself. It has shattered all previous attendance records. Under the stimulus of doing a new and experimental work, the personnel of the organization has experienced a vitalizing of morale. Communities have reacted to the newer type of service in a fresh spirit of adventure, and if it was true that Chicago had, in 1907, something new in its fieldhouses to present to the Recreation Congress of that year, the various recreation systems of the present have also something new to present to the Congress in 1935. For Chicago, we believe, has passed through in a brief period of time something of a revolution in re-adapting its recreation service to the needs and to the conditions of the present.

The major part of the program of thirty years ago was physical action—the dance, and the spirit of play. No one need apologize for that fact; working long hours, communities of that day stood in desperate need of the spirit of play. People from various lands, newly arrived in America, found a deep spiritual significance in presenting to the American audiences at that time the characteristic dances of their former home land. Sport, game, and physical action, now as then, continues

(Continued on page 228)



## Schlegel Park—A Gift to Reading

**A city receives as a gift land and an old homestead where aged residents once played as little children**

**I**N 1861 Solomon and Mary Schlegel purchased from the Peter Strohecker Estate a 51 acre farm. More than seventy years later their sons Edmund and Ordmon Schlegel, with their wives presented to the city for park, playground and recreational purposes a part of this tract amounting to over 23 acres as a memorial to their parents.

The property was originally bounded on the east by the Schuylkill River. A beautiful stream abounding with fish flowed through the center of it. The original homestead was a mecca for many citizens who walked or rode to the farm to drink the cool limestone waters and the fresh milk, and to eat home-made ice cream. Many of the older residents of the city are happy that this garden spot known to them in their childhood is now to be a public park.

The City of Reading in 1916 annexed the territory to the west of the Schuylkill River, now the Eighteenth Ward, and this tract was included in the area, thereby making it possible to become a park within the city limits.

The park, which is only a five minute ride from the main business section, will include a spring-fed pond of about two acres in which children will be able to sail small boats and which can be used for skating in winter. Adjacent to the pond there will be the children's play areas equipped with play apparatus.

Near the center of the park stands the old homestead and a fine large stone barn. These will be converted for use as an administration and



**This fine old home with all its traditions will soon be serving the needs of a new era**

storage building and possibly a field house or recreation center where meetings and social gatherings can be held.

### **For Outdoor Recreation**

A gentle hillside at one side of the homestead will lend itself admirably for development as an outdoor theatre. The other side of the homestead, which runs up to and includes a knoll, the high point in the park, will be planted and set aside as a rest park and for small family picnic purposes. A high flat area at the extreme north end of the park will serve adult active recreation needs. Here a running track, baseball diamond, football gridiron and a battery of four tennis courts will eventually be provided. Automobile parking accommodations will be established in connection with these facilities and additional parking space will be available at the park center buildings.

The Reading park authorities are considering starting the construction work in the near future so that some of the new facilities will be available for use during the current year.

# How One City Acquired Play Areas

**Proving that there are more ways than one of solving the problem of more play space!**

**By RUTH SHERBURNE**  
Superintendent of Recreation  
Glens Falls, New York

**E**IGHT YEARS AGO the City of Glens Falls did not own a single square foot of land dedicated to play purposes. Four of our six playgrounds, to be sure, were in school yards, always a satisfactory arrangement if space is adequate and friendly cooperation exists between the school and recreation departments, as fortunately is the case here. But the other two centers in the east section of town where no school sites were available, were simply unsightly vacant lots upon which we had merely squatter's rights. Unfortunately, as is frequently the case, this was the section of the community where need of play facilities and leadership was the greatest.

## **The Land Is Found**

So we set about remedying the situation, and in our survey we found a beautiful twenty acre tract admirably situated to serve a neighborhood that seemed to be building up rapidly. The natural contours were excellent for our purposes and on the lower end was a large quarry pond, which, though exceedingly dangerous because of its depth and precipitous sides, nevertheless added beauty to the landscape and would be safe for skating. Quarrying had long since proved unprofitable, the Board of Health had prohibited the use of ice cut there, and the division of the property into building lots was not feasible because of the cost of blasting out cellars in a rock ledge lying only two or three feet below the surface. Nevertheless the elderly owner of the tract insisted upon the exorbitant price of \$11,500.

It was a glorious site for a playground and a number of attempts were made, but without success, to get options at

a reasonable figure. Finally in 1929 the owner died and the City Planning Committee of the Chamber of Commerce, whose chairman happened to be the Superintendent of Recreation, decided the time had come to buy it. The land was appraised and the figure given by the bank was \$6,500. Accordingly the committee met in executive session with the City Council, and a gentlemen's agreement was made that if the committee could get title to the property the Council would place a referendum on the ballot in November, 1929 for the purchase of the land. While this referendum was not legally necessary, everyone agreed that it would furnish excellent publicity and would tend to build up public sentiment for the playground work.

## **A Plan for Payment Is Devised**

Immediately one of the members of the committee borrowed \$6,500 at the bank and the note was signed by sixteen of the most prominent business men of the city. Armed with a check for this amount, the committee member in charge visited the attorney of the estate and offered him \$6,500 for the entire tract. The transaction was closed immediately. The endorsers of the note then had an agreement drawn up by their attorney that they would hold this property until such time as the city took it over at exactly what they had paid for it plus taxes and carrying charges. Before the time for the referendum came, moreover, they bought another two acre playground the same way for \$6,000, and on election day the voters determined, two to one, to acquire both tracts.

The people in the neighborhood of the larger area, which

Several city planners have urged that there is really just as much basis for requiring the setting aside of land for parks and playgrounds and open spaces as there is for setting aside land for streets when we plan the newer parts of our cities. Joseph Lee, commenting on these statements, has said: "In other words, it is just as important to live as it is to be able to go from place to place."

we call East Playground, were most enthusiastic over the acquisition of their playground, and from the very beginning they have done everything possible to cooperate with the Commission. During the winter of 1930 the Commission got rid of the unsightly old ice houses, stone crusher and other buildings used in the quarry and ice business by selling them for salvage. But this was not sufficient and early the next spring the people of the neighborhood planned a great work day and eighty men and older boys spent not only that entire day but many succeeding Saturday afternoons picking up, rooting out stumps, grading, seeding and planting shrubbery they brought from their own homes. As time has gone on the city has each year been able to do more and more toward the development of the place.

A splendid regulation diamond and two softball diamonds have been laid out. An attractive little field house has grown out of the ruins of an old blacksmith's shop. A brook that was scarcely more than an open storm sewer running the entire width of the property has been directed into a pipe. A high fence was erected last year to protect the dangerous pond. Important grading has been accomplished through relief projects.

In the meantime the people of the neighborhood have formed the East Neighborhood Association which now numbers more than two hundred men and women. Through field days, card parties and dances they have raised money for a number of different purposes in connection with the playground—equipping a men's baseball team, paying play leaders for a month when the Commission's funds were low, building on a little kitchen, and this last fall furnishing the materials for a beautiful chimney and fireplace in the field house constructed of stone quarried on the place.

#### More Land Secured

The only unfortunate feature about this beautiful area has been the fact that we have needed a strip of land 150 feet wide, extending 750 feet along our eastern boundary line, which cut us off from access to an important thoroughfare. Own-

ing this land would not only give us the needed right of way and broaden out our field, but would prevent the possibility of our having, in time, a row of unsightly garages or sheds bordering our beautiful play area. From time to time efforts were made to buy these lots in the same way the original property had been purchased, but the owner, realizing we needed them, had held out on a price so high that no one would dream of paying it. Just before Christmas, however, we heard the property was for sale; the owner was hard up and willing to sell at a reasonable price, already there were other bidders. A friendly real estate man tipped us off to the situation.

The Superintendent of Recreation immediately signed an option personally and then went to the



*Courtesy Milwaukee County Regional Planning Department*

**Fortunate indeed is the city which has within its limits, or near at hand, picnic places**

Neighborhood Association with the information. The people in this district are all working men and women, owners of their little homes and self-respecting citizens, but many are out of work at the present time. The \$890.00 asked for the property seemed a large amount to raise, but without hesitation they shouldered the responsibility. Immediately one member offered to buy the property outright and let the Association buy it on a three years contract from him. This arrangement made it possible for the Association to get better terms than from the original owner. The Association has already paid \$100.00 and the taxes, and by a series of parties has raised, in the

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# Music in a Public Recreation Department

By **HARRY G. GLORE**  
Supervisor of Community Music  
Public Recreation Commission  
Cincinnati, Ohio

**L**AST FALL a survey of the city's music activities was conducted in Cincinnati, Ohio, as one part of Work Relief Project No. 31-F5-300 set up by the Hamilton County Emergency Relief Administration under the supervision of the Music Department of the Public Recreation Commission. The project was designed to give work of a constructive nature to unemployed professional musicians in Hamilton County. Other phases of the project were rehearsals for concerts, free public concerts, concerts in tax-exempt or tax-supported institutions, the organization and teaching of leisure-time classes for free group music instruction of underprivileged citizens, the organization and direction of recreational music activities, and the arranging and copying of music.

That there was a real need for such a fact-finding study and that it was of value to the community are self-evident. As an example, the Public Recreation Commission more than once during the past few years has felt the need for such information in the development of its program of permanent music activities. With the program definitely committed by the very set-up of the department to include cultural activities, and with a constantly shrinking budget during the past three years, at least, with which to meet ever increasing demands for service, a number of questions were constantly arising. "Are we spending what money we have to the best advantage?" "Are we duplicating the work, if not the function, of some other agency or group?" Questions such as these must surely have confronted other public and private agencies in our city. They could be answered only by a knowledge of what is being done and who is doing it. Hand in hand with these questions went the inquiries: "What music activities interest our citizens?" "How many such activities are there and where?" "How many people participate in the activities at least fairly regularly?"

We felt, too, that whether

or not any conclusions we might attempt to draw from our facts and statistics were sound, the mere accumulation and publishing of the facts would be of real value to those in our community interested in music. Finally, granting that the study would prove of value, something would have been added to the sum and total of the knowledge of our city which would be tangible evidence of the worth of the work relief project, long after the free concerts have become pleasant memories, valuable as they have proved in adding to the pleasure of our citizens and in helping to make life for thousands a little more worth while.

## Activities Conducted

In discussing the findings of the study in relation to the activities of the Public Recreation Commission, it is important to remember that a great many of the musical activities organized and supervised by the Department of Community Music are made possible by the assignment of musicians and music teachers to the department by the Emergency Relief Administration and the Ohio Emergency Schools Administration. In fact, more than one-half of the regular weekly music activities of the Commission are being conducted with leaders paid by these two relief agencies. The centralization of these activities under one head makes coordination possible and eliminates friction and duplication in a way which would be out of the question if each agency were proceeding separately. Moreover it reduces to a minimum the expense of operation for the relief agencies and takes advantage of the facilities of a regular branch of the city government with specialists trained for the work.

The entire personnel of the department is as follows:

- 1 supervisor of community music
- 16 part-time seasonal directors and accompanists
- 6 teachers paid by Ohio Emergency Schools Administration

In connection with its work relief program for unemployed musicians, Cincinnati, Ohio, recently conducted a survey in an effort to get as complete a picture as possible of the city's organized group music activities. We present here some of the findings of the study as they relate to the program offered by the Public Recreation Commission through its Department of Community Music.

- 57 musicians on FERA project No. 31-F5-300  
(2 orchestras and leaders of community groups)
- 7 auxiliary organizations
- 74 volunteers

The regular program is set up with a view to permanency, with definite long-time policies and objectives back of it, and before it was augmented by the relief agencies called for permanent district orchestras and choruses in each high school district, meeting in the public high school buildings. These were to serve not only the high school graduate in adult life but also other members of the community as well. In addition, there is the Civic Orchestral Society, a non-professional symphonic orchestra to draw from the best amateurs in all parts of the city. The Cincinnati Choiristers is a mixed chorus meeting downtown. Then there are the choruses in the West End as well as choruses in Saylor Park, Cumminsville, Walnut Hills and Madisonville. This permanent set-up comprises at present ten adult choruses and nine adult orchestras meeting from October to April. Seven orchestras are white and two colored, while eight choruses are colored and two white.

Summer orchestras are conducted along with the playground program not only for recreation but to give the children an opportunity to continue orchestra playing during the summer months when school is closed.

Community singing is handled by volunteer song leaders with the music department serving as a clearing house and supplying song sheets at cost. The department also serves as a consulting agency giving assistance wherever possible to other groups.

Of the auxiliary groups listed, the Cincinnati Municipal Music Advisory Council is the most important. It consists of the director of music in the public schools, the managing director of the May Festival Association, the director

In his Annual Report for 1934 Mr. Gore gives some supplementary figures and information. In 1933 there were 33 groups meeting regularly once a week. In 1934 there were 77 such groups. In March and April 1935 the number of weekly activities reached a peak of 108 classes and groups. Mr. Gore lays great stress on the fact that whatever success has been achieved in the rapid expansion of the music program in the past two years has, in his opinion, been due to the cooperation of local relief agencies in relating F. E. R. A. music projects so closely to the municipal recreation program and in placing them under the same supervision.

of education of the Cincinnati Conservatory of Music, the head of the Theory Department of the College of Music, the dean of the College of Education of the University of Cincinnati a representative of the Federation of Parent-Teacher Associations' Music Committee and the supervisor of community music who serves as secretary. This group meets with the supervisor and advises the department on all matters of important policy involving both the development of the program and the relations with other music agencies and organizations. It has one annual meeting in October, with such other meetings from time to time as are deemed necessary. The members are appointed by the Public Recreation Commission for two year terms.

Another important auxiliary of the Commission whose music committee renders valuable assistance in the promotion of the program among colored people, is the Citizens' Recreation Council.

The leadership supplied by the Ohio Emergency Schools Administration has been used to develop classes in history of music, voice, piano, harmony, sight singing, orchestra, chorus. These are in the direction of adult education but in the larger sense also recreation. They not only are leisure-time activities now; they are preparing several hundreds of people for a richer and fuller use of leisure. Again, who can say where education stops and recreation begins?

The classes conducted by musicians on work relief project No. 31-F5-300 are more varied than those set up under the Emergency Schools Administration. They include classes for underprivileged children as well as adults. Where the Emergency Schools classes are confined by the rules of the administration to adult education, project No. 31-F5-300 was organized and approved to allow activities of a recreational nature and work with children as well as adults.

"This year," states the Annual Report, "saw the most extensive program of free entertainment yet offered. The 89 programs the two F.E.R.A. orchestras played were given in 63 different places, and definite and careful thought was given the planning of programs so that they would be of the utmost value as well as good entertainment. They were of the following types: (1) Free dances for unemployed or people on relief; (2) Concerts for shut-ins and inmates of institutions for aged and orphans; (3) Concerts in schools correlated with the regular school program so as to have educational as well as entertainment values, and (4) Outdoor and indoor free public concerts."

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# The Place of Drama in Recreation

An answer to the question—"What type of drama belongs in the recreation program?"

By MABEL FOOTE HOBBS  
National Recreation Association

THE REASON why community drama has been so very successful—and I do not

know of a single community where, under proper organization, it has failed—is, perhaps, because it is not a new and startling idea but a very old one. The strolling players, the mummers, the Guilds of the early Renaissance are all the spiritual ancestors of the modern drama of the people. Drama has always been the most democratic of the arts so it is no wonder that it fits into the recreation program like an old shoe. Together with dancing and music it has always belonged to the people.

Over and over again I have found individuals both among group members and leaders who have been fairly antagonistic toward drama and who were completely won over to it when confronted with the argument of a well-directed community production. It has been amazing to watch the change that has come about in the last fifteen years. Perhaps nothing gives you quite such bird's-eye view of the country as a whole as a correspondence service. Our consultation service, which is offered free of charge brings us letters from people in all parts of the country conducting every type of drama activity. Fifteen years ago we urged groups to include drama in their program; now we spend days and weeks reading plays and getting out lists to answer the question—"can you tell me a good play for my group to give?" Short plays, long plays, royalty plays, non-royalty plays, plays for the P.T.A. meeting, plays for the family to put on in the home to entertain the neighbors, children's plays, senior class plays and plays for women's clubs and men's clubs are all in demand today. People know what they want. The standards are high and today we check the best authors on the list and only regret that there aren't more of them.

Another inquiry which we fre-

quently receive is: "how can I go about directing a play?"

Workers without much experience but with a willingness to learn are constantly asking for guidance and we have succeeded in putting on paper a method of production which enables them to take the group through the first necessary steps toward a successful production. The little handful of letters that we received fifteen years ago has grown to six or seven thousand a year.

## From Puppet Show to Little Theatre

In our contacts with recreation executives the question we are most frequently called upon to answer is—"what type of drama should a recreation department sponsor." There seems to be a strange idea that it should be very elementary drama; in fact the drama that belongs to the recreation department is generally called *dramatics*. The recreation department, it seems to me, should sponsor any phase which its finances and time permit—from the puppet show to the peak of amateur achievement—the Little Theatre. In the complete amateur drama program the Little Theatre is the goal toward which all drama effort is directed. When every phase of drama is under the same department, the child who takes part in a little playlet on the playground may look forward to belonging to the Little Theatre group if he can develop into a sufficiently skillful player. The Little Theatres represent the ultimate in non-professional drama and in a good many communities they are the only means of bringing the drama of the professional stage to the people.

To perform these difficult plays it is necessary to cultivate a group of experienced actors. And there is nothing undemocratic in the fact that these groups are rather small and exclusive.

Mrs. Hobbs discussed the question of drama in the recreation program before the members of the Municipal Training School for City and Village Officials which was held at Rochester, April 17th and 18th.



When the Little Theatre is under the sponsorship of the recreation department, however, the door is constantly kept open to new talent. Try-outs are held from time to time and the only requisite for membership is ability. It works out very satisfactorily on this basis because anyone will agree that it is no fun to play any game out of your class. A poor bridge player or tennis player doesn't enjoy playing with experts and the game is spoiled for everyone when he is admitted. It is just the same with drama. I recently talked with a young man who had studied for the professional theatre and played a few small parts. He was perfectly willing to work with an amateur group but when he tried it he found that he simply didn't fit in. Helen Ford Stafford has a little group of professional actors who play together constantly under her direction, just to "keep their hand in." Because they are all in the same class they are able to get something out of the work. Playing with actors who were less experienced would spoil the purpose of their work. So, in the Little Theatre the best of the community's talent is brought together, but under recreation leadership there is always an opportunity for the actor who has developed beyond his little club group to step over into the group of more experienced and talented players.

#### Where Plans Have Become Realities

This pleasant panorama of community drama is not just a fanciful idea. Miss Dorothy Enderis, recreation executive in Milwaukee, has proved beyond question that such a plan can work out. In eight years she has organized a splendid drama department from a few scattered groups of players. In 1928 a drama specialist was brought in and the work of organizing drama through the Extension Department of the Milwaukee Public Schools was started. There were only six groups at that time; now there are twenty-eight active drama organizations. A tournament is held each year and as many groups as care to may enter their plays. No try-out is necessary for membership in these organizations. An interest in drama is the only requirement. In addition to the small groups throughout the city a little theatre group known as the Milwaukee Players has been formed. This represents the cream of amateur talent and membership in this group is the goal of all members of the smaller groups. For a number of years one outstanding player from each tournament production was chosen for membership in the Mil-

waukee Players, but since this seemed too limiting a new plan has been adopted this year. Any member of other various smaller groups who has attended 75 per cent of his group meetings may try out for membership. The candidates meet the judges at a given time and are handed three short excerpts which they interpret. A finished production of "King Lear" by the Milwaukee Players last year represents the outgrowth of the movement begun six years ago.

During the same year that Miss Enderis was launching her program I met with a group in Glens Falls, New York, who were planning to start a community drama project under the leadership of Miss Ruth Sherburne, the recreation executive. Up until that time there were a number of independent groups producing plays in the various clubs and churches. But these plays were usually given for money making purposes and that fact interfered greatly with the type of play selected. The new drama organization has raised the standard of the productions and opened membership to anyone in the town who can qualify. After a trial of four years a permanent director, a local person, was employed. In a recent production the leading lady had never set foot on a stage before her try out. The Outing Club Players have given such excellent plays as *Little Father of the Wilderness*, *Mr. Pim Passes By* and *The Dover Road*. They have just closed their eighth season with a delightful performance of *Candlelight*, a play in which Leslie Howard and Gertrude Lawrence appeared on Broadway.

The York, Pennsylvania, Little Theatre is another interesting example of a recreation department project. In this case a paid director was brought in. This group has a good many members who are not interested in acting but who enjoy building scenery, making costumes and other back stage jobs so important to the success of the production. Under the management of Mr. Carl Glick, who is directing the group, a series of lectures is also conducted.

#### The Play Tournament

But in many communities it will not be feasible for the recreation department to suddenly assume the responsibility for a Little Theatre. There are, however, any number of opportunities to promote drama in your city. Since it is difficult to find a community where there are no drama groups, there is always the interesting possibility of bringing the groups already organized together in a

tournament which the department manages. The drama tournament has never been more successful than when under such a sponsor. This year the Rock Island, Illinois, Recreation Department will sponsor the eighth drama tournament. In Plainfield, New Jersey, the department will present the eleventh play contest. Lansing, Michigan, will hold its fifth. And in any number of other cities an annual one-act play tourney under the management of recreation commissions will be an important community event this spring.

Last November we received a request from a drama director who had just been assigned to the Recreation Department of Pontiac, Michigan. She wished to know how the department could contribute to a drama movement in her city. We suggested the tournament among other things and we just recently received a letter from her with a program of the first drama tournament sponsored by the Recreation Department. It had been a great success and was followed by a delightful banquet for the players. The tournament paid all expenses and the profits are to be used to establish a play library. The letter also stated that for the first time the Pontiac Civic Players, a fine group of actors, had affiliated itself with the Department.

#### Other Projects

The play library is an excellent by-product of the community drama movement and is a worth while undertaking for a recreation department. A few state university extension departments offer this service, but there is a great need for it in every community that has a drama program. The costume bureau and work shop are other projects that develop along with play production and that might well be sponsored by the department. An outstanding example of such a costume bureau is the one maintained by the San Francisco Recreation Commission.

Besides the tournament there is the civic pageant or the playground festival or circus that the recreation department may sponsor. New York's beautiful May Day celebration in Central Park is conducted every year by the Board of Education. Hundreds of school children take part in this charming festival. The play circuit is another excellent project. Neighboring communities exchange plays or a group may take its play to several towns within a county. The outdoor theatre functions successfully in several localities during the summer months under recreation department management.

#### Children's Drama

But if all these things seem impossible to you; if your deflated budget and small staff would not permit any of them, there is still a very logical and simple way to begin. I am referring to children's drama. It seems to me that the real secret of a successful amateur drama program lies in starting with the children and carrying them straight through until they form the nucleus of your Little Theatre group. Children of nine and ten are ready for drama but very little has been given them. They have taken part in simple dramatizations and festivals, but in only a few cities has the work of giving them formal drama been undertaken. We all know that for some years the high schools have been producing Broadway successes and I believe that these productions show a tremendous need for formal drama before the high school years are reached. Young people who have spent the elementary and intermediate grade years in informal drama find it difficult to assume the burden of a highly professional play. When formal drama is begun at the age of nine, competent players and directors naturally develop, and as the young people advance the community program becomes unified.

This idea has been carried out with notable success in Greater New York where the Bronx, Manhattan and Brooklyn Boroughs are all conducting splendid children's drama programs. I have always felt this achievement a striking example of a city-wide children's drama program developed through a city department's own leaders—a method which I strongly favor. About five years ago playground directors of the Park Department attended special courses in children's drama and began the work on their own playgrounds. For two years these new drama directors were supervised. From time to time short supplementary courses were held in one borough or another.

Now they are carrying on the work independently. In checking up this spring I learned that a hundred plays were presented by twenty Brooklyn playgrounds during the last season. Since the first of February children from playgrounds of Manhattan have been producing six plays every Saturday morning to enthusiastic audiences at one of the recreation centers. In the Bronx four festivals in which all playgrounds took part were presented last season. One was given on the occasion of the opening of a new ground with a swimming

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# Blue Mound Banishes the Depression Blues

By CHARLES BRADLEY

**T**HIS LITTLE community of 817 souls certainly never expected to entertain between 40,000 and 50,000 visitors during the sixteen consecutive Wednesday nights when we planned, in the winter months preceding, for our little open air theatre in the village park.

No one was more astonished at the amazing popularity of this venture, planned for the entertainment of the home folks by the home folks than those who sat around the old cannon stove in the back part of the hardware store in February of 1934 and discussed its possibilities.

This town of Blue Mound, Illinois, located in the heart of what is known as the country's greatest corn producing area, had passed through the period of '13 cent corn, eight cent oats and two dollar hogs. Even good crops did not yield enough money to pay the taxes, not to mention rent for the landlord or a decent living for the tenant who had put in a full year of work with no actual return for himself and his family. With the return of higher prices came the two worst years of drought that had struck this area in a half century.

Things had been pretty bad throughout that winter. We are a wholly agricultural community. There isn't an industry in the town—just the grain elevator, the bank and the usual stores and filling stations found in the rural village of the middle west. The surrounding country is one of rich black soil, usually prosperous in normal times, but when it took a load of corn to buy a pair of shoes, three bushels of oats to get into a movie and a 250 pound hog to buy a hat there wasn't much business. Then had followed the two dry years when crops had failed.

Spirits were low, very low, in our town during the winter of 1933-34. When Charles Worthan, once mayor of the village and a former professional showman who was then running a filling station, came into the hardware store that February afternoon and sug-

gested that it was time to do something to get the village out of its mental dumps, nail kegs were upturned about the old stove and the subject talked over.

We had had concerts by the village band but interest in them had petered out. Free movies were tried, but the movies we could afford to get were not up to the taste of the community and that flopped.

The village has a fine little park with great towering trees in it. Why not, it was suggested, promote a project for the community to be staged under the trees in that park during the coming summer? And so the idea of the out-door theatre was born in that discussion around the old stove in the rear of the store. We would see if we could not do something to break the community of its five year habit of persistently looking down its nose.

A twenty-five piece band was organized, practice was faithfully carried on throughout the spring and programs, with the band as the continuity feature, were gradually developed. As the plan slowly took shape more and more members of the community became interested and more and more nail kegs were upturned for seats at the conferences which continued about the stove in the store.

A stage was built in the park by the men of the village. The simple properties to be used on it were constructed in the rear of the hardware store by men who worked far into the night. The Wabash railroad gave us old railroad ties which we used for uprights (by cutting them in half) for the few seats we set up for the fathers and mothers who might attend the entertainments we were planning to offer. The youngsters would probably run about the park anyway, and we estimated that the 200 seats we were providing would be ample.

The telephone company gave us the poles on which to mount the flood lights and a

The story of a rural community in central Illinois which lifted itself out of the despondency and gloom in which the nation as a whole and agricultural communities in particular had been living for five years, is told by Charles Bradley, hardware merchant. Mr. Bradley, director of the band, is one of the active leaders in this remarkable community project which was developed so successfully last summer and which is being continued this year.





In the band are eleven farmers, a grain dealer, a laborer, two school superintendents, a dentist, a Farm Bureau official, the rural mail carrier, an attendant at a filling station, a mule driver in a coal mine, a bank cashier and a plumber's helper

generous farmer told us we might have the steel tower of his unused wind-mill pump on which to set up our spot lighting equipment. This was placed about 100 feet in front of the stage. All the work was done by volunteers of the community and the stage was built in a grove of beautiful trees which overhang it with long swinging branches.

On only one thing did we spend money. We employed an expert lighting engineer to design and install the lighting equipment for the stage with the result that the illumination of the participants in the program was perfect, with floods, spots, plain and tinted, and with concealed lighting for the music racks of the band. With this exception every bit of the work was done by the men of the village, for the idea that we would not permit the depression to ruin us mentally and emotionally, whatever it may have done to us financially, had taken hold.

What we thought would be our major problem turned out to be the one most easily solved. We had no comprehension of the talent available in the town and its immediate environs. After it was thoroughly understood that this was a home idea to be carried through by home folks for home folks, talent, trained and untrained, was uncovered. This was to be a home entertainment with

no charge for anyone who cared to attend and no pay for those who took part.

How completely this series of evenings became a community affair will be understood when it is realized that during the sixteen Wednesday nights on which programs were given more than 400 different members of the community took part in some of the features given. On only one night, "Neighborhood Night," when towns from which hundreds of visitors had been coming to Blue Mound each Wednesday, were invited to produce a stunt, were others asked to take part. For that night Decatur sent down its Municipal Players and other neighboring towns furnished skits or acts for a full night's program.

The program remains and will remain, if the present group has its way, strictly a home affair using home talent. We will improve it, we think, as we gain experience, but we do not expect ever again to have the great thrill which we had last summer when, expecting to entertain a few hundred of the village folk, we looked out over audiences which reached as many as 7,000 persons. The members of the local post, American Legion, acted as traffic control officers and with as high as 1,800 automobiles parked in the village at entertainments it is evident that this traffic control was very necessary.

(Continued on page 230)

# Good Times at a Girls' Camp

By GENE GRUBB

WITH MUCH gayety and merriment stockings of all sorts, colors and sizes, are hung around the glowing fireplace in this spacious rustic hall. For this is Christmas eve in 1934; not celebrated on December twenty-fifth, but July twenty-fifth at the National Camp Fire Girls' Camp in the Ramapo Mountains near Arden, New York.

## Christmas in July

All mystery and wonder surround this annual event. Girls scamper off to bed before taps, holding tightly to loose and dangling belts from bath robes and pajamas. Only the dull "Croak!" "Croak!" of the bullfrog breaks the stillness of the night as all the children quiet down ready for a sound sleep under heavy woolen blankets. Suddenly a beautiful harmony of voices is heard singing the Christmas carols. Now softly, then louder and louder, finally dying away in the distance. Camp "Akiwa" and "Talaalak" are sound asleep long before the last echo has been lost in the mountains.

In the morning everyone jumps out of bed and scampers to the spacious log hall to poke around in bulging stockings to see what Santa has bestowed on her. A sucker, nut cookies, juicy red apples, oranges, plums and other delicacies are brought forth. While munching an apple or a plum, the early risers, clothed in bathrobes and pajamas and chattering like blackbirds, gather on the open air breakfast porch.

## Camp Chores

It is a cool but sunshiny morning and everyone has a keen appetite. No one hesitates to eat the cereal she dislikes at home. All eagerly drink the hot cocoa; warm toast and bacon follow.

After breakfast all hurry to dress, make their own beds and clean their cabins before time for camp chores. "What are camp chores?" asks a twelve year old Japanese girl, a new camper. A dark-eyed Jewess of her own age satisfies her curiosity by answering, "Cleaning

"Youth craves adventure as the sparks fly upward; and this need, too, is fortunately met by the summer camp, while suppressing that element of risk and danger inseparable from the uncensored outings of the inexperienced."—*From A Summer at Camp in Child Welfare, May, 1933.*

lamps and lanterns, picking up paper and other litter about camp, scrubbing the wash house, gathering wood for the council fires and cleaning the guest lodge." Off they dash, each to her special duty.

When the chores are over the Camp Fire Girls are ready for their twenty minute swim. Of course the swimming counselor is quite the most popular person in camp. While the girls have the fun of splashing and playing games, they enjoy formal instruction in swimming, too, and many become excellent swimmers in a surprisingly short time. A shrill whistle calls everyone out; for now it is time to dress for the Christmas dinner, with a real turkey, plum pudding dinner with all the trimmings. A miniature tree stands in the center of each of the twelve tables with a star and a Santa shining and nodding from the top of the tree. Thus Christmas passes at Camp Akiwa.

## Activities of All Kinds

Another event follows the Yuletide celebration which is enjoyed just as much—the treasure hunt by the pirates, an exciting event. Late in the afternoon these Camp Fire maidens are hunting through boxes, suit cases and wardrobes for costumes for pirates. In the meantime counselors are mysteriously and secretly scanning trails and marking lanes. After supper, when duties are over, each camper hastens to her cabin and very soon a great transformation takes place! Black eyes and lowering brows appear from under turbans and caps. Imitation swords and many a cutlass dangle from belts. The search begins and all the pirates start from the same place. "Look under a flat rock at the flagpole," is the first clue. The pirates make a mad rush for the designated

spot and after much scrambling a dark, crumbled note is uncovered. It reads, "Go to the south end of the bridge at the brook for further directions." A crudely drawn finger points to a secret passage way along the trail. The pirates are an excited group. Treasure unknown is at

the end of the trail. Sign after sign leads them on until, behold a peculiar string attracts their attention! They follow it, and down under a low overhanging rock—the treasure! A bag of candy bars, apples and oranges—enough for all.

The evening of the following day is warm and bright with moonlight when the Camp Fire maidens take to the boats. Each boat is filled with campers in care of two counselors. Slowly the boats glide towards the middle of the lake and soon the lake is spotted with black moving objects. Well-known camp songs come floating over the water, from different parts of the lake, to those gathered on the dock. As the stars come out one by one, the singing from the lake gradually dies away. To the listeners comes the sound of dipping oars and the bullfrogs resume their interrupted chorus.

Bradly Mountain towers above us gigantic and powerful, as if

**"Whether we live in the city or in the country, nothing so re-creates us as a return to the unspoiled variety of the hills and plains, the woods and waters."**

guarding the little lake at its foot. The great green mass of foliage that covers its slopes looks black in the bright moonlight. The dark and light shadows on the lake, the rhythm of the mountains, an occasional quiver from the lake, a flicker of light from a camp fire across the water add a repose to the scene which makes the end of the day one of peacefulness and rest. The campers leave their boats and climb the hillside to their cabins.

Tomorrow is Mary's birthday and a grand party is planned for her as well as the rest who have a birthday during this camping session. Miss Esther, the colored cook, makes the birthday cakes. Each of the twelve tables has place cards, a souvenir for everyone and a tiny doll. How lucky are the campers who have birthdays here, for never can they have so many and interesting

guests at home! Some have come from foreign lands.





### Morning Assemblies and Cabin Suppers

Morning assemblies at nine-thirty are a treat. On warm sunshiny mornings, all campers assemble on the dock, but if it is cool they meet in the lodge before the crackling wood fire where the nature counselor tells them the story of the muskrat, the snake and the frog; the music counselor teaches them new songs that they will sing in camp and also back home in the city.

The cabin suppers are a delight. On Sunday afternoon, after an enjoyable hike along a mysterious shady trail, the campers return hungry, and ready for the many good things to eat which are waiting them. Egg, nut and raisin sandwiches, chocolate cookies, apples and oranges followed by hot cocoa, make a Sunday night supper one to be eagerly waited for from week to week. The lunches are taken to each cabin and after eating, the campers dressed for slumber, snuggle down in bed ready for the story the cabin counselor has selected for them.

This morning is "topsy-turvy" day. The day we have dinner in the morning and breakfast at night. Twelve-year-old Judith becomes the camp director; Helen is the swimming counselor, and she has a group of assistants. Similarly other transformations take place and new handcraft counselors appear from among the campers. The girls have become the counselors and the counselors the girls. Each plays her part to the enjoyment of all. All are installed in office and then the fun begins. A visitor arriving in camp to see the director is quite baffled at first by having to converse with many supposed counselors before reaching her, but she enjoys her trip much more because she has come to camp on the day so much fun was in progress.

### Overnight Trips

Summer camping is not complete without an overnight trip. Late in the afternoon ten or twelve campers who wish to spend the night under the open sky carry their blankets and ponchos to the great open hall. Here they roll their sleeping necessities in their ponchos. The blankets are spread out on the floor and then smoothly and evenly rolled into a long roll which can be tied with a heavy string and thrown over the shoulders. Just before dusk a line of moving figures wind along the trail and arrive at the overnight camping site in time to select as comfortable a spot as possible for their beds before darkness

sets in. A great pile of wood and brush is gathered ready for the morning fire. By dark the overnight hikers, warmly dressed, have crawled into their blankets and ponchos. A small stone or twig under a campers bed may require a little adjusting, but soon everyone is comfortably settled for the night. A little moving or turning of the sleepers, or perhaps the cry of a nightbird are the only sounds until the shrill "Jay!" "Jay!" at daybreak arouses everyone. With a little yawning, stretching and jumping about to relieve cramped muscles the sleepers come to life.

One group builds the fire, while others cut sticks for making toast, prepare the cocoa, set the table such as nature provides. How good this hot breakfast tastes, for the morning air on the mountain is thin and sharp! By nine o'clock all dishes are packed and ponchos are thrown over their shoulders ready to take the trail back down the mountain side.

Such incidents are a few of the daily and weekly events at the Camp Fire Girls Camp, where the girls are not preparing to live but are living.

The fourteen days of the camp session pass quickly, and packing for home begins for the one period camper. Suit cases and boxes are filled to overflowing with clothes, kodaks, flashlights and other camping necessities. But there must be found room for the new nature booklet, leather purse, bookends, whistlecord and many other things made in handcraft and nature classes.

The bus arrives to take the first session campers back to the city. It's a happy, tanned, husky group of little campers that clambers into the bus. After the baggage has been safely stowed away and noses counted to make sure that no one has been left behind, the bus starts down the long mountain side back to the city. Cheers and camp songs ring out as the bus speeds along the highway, telling of good times, good campers, and the hope that next summer they may return again to Bear Mountain.

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"I would encourage every one of you to develop a new hobby, to cultivate hiking or gardening. Go camping if you get a chance, even if you have to put up a tent in your back yard. Hike every chance you get. Play a game out-of-doors, if your work is indoors. Watch people go camping, hiking, gardening; play traveling, if that makes you happy, but my advice is, 'Get out of the grandstand and into the game.'"—*Elbert K. Fretwell.*

# A Community Camp

*By* J. M. GROVES

President

Inter-Service Clubs' Committee, Inc.  
New Haven, Connecticut

THE CITY of New Haven is attractive to visitors and residents not only because of its university atmosphere, historic interest and the charm of its parks and home sections, but also because in a fifteen-minute drive one can get out into regions of wild beauty suggestive of the mountains and wilderness.

In such a spot, only seven miles from the central Green, the service clubs of New Haven have maintained since 1925 a well-equipped camp for boys and girls who cannot afford to go to distant camps. Camp Cedarcrest is open without charge to any group of youngsters for a one to three nights' stay, on application from the group leader. Boys' and girls' weeks alternate throughout the season. Day campers or picnickers are also received in numbers, and outings of young people and adults are encouraged when these do not interfere with camping arrangements for the under-privileged children for whom the camp is primarily intended. The Civitan, Exchange, Kiwanis, Lions, Probus and Rotary clubs cooperate in support of the project, the property title being held by the Inter-Service Clubs' Committee, Inc.

The camp site of nine acres is in the township of Orange, a half-mile from the New Haven-Derby turnpike. Except for an entrance parking space and the sunny playfield, the area is heavily wooded with hemlock, gray birch and red cedar, and other forested tracts border it on two sides. Entering between rough stone pillars over-arched by unfinished cedar, one sees at first only the camp director's cabin under great trees beyond the open parking area. The winding Wepawaug River, rich in natural beauty and historic lore, tumbles over a dam beyond the cabin. The dam makes a good



White birches, hemlocks and cedars make a beautiful setting for the tents at Camp Cedarcrest

swimming pool and a sand beach has been created artificially. Upstream to the right are picnic areas with fireplaces in open woods. Below the dam the stream runs through a rocky ravine zigzagging picturesquely under big hemlocks.

## Facilities

Crossing the Wepawaug on a rustic bridge built over the dam by Exchange Club members with their own hands, the visitor climbs a flight of steps up the steep wooded bank to the camping area on high and nearly level ground. If one arrives near meal time, groups of campers will be seen preparing their meal at army field kitchens set on permanent stone arches and protected from rain but open on all sides. The dining tables and benches nearby are also roofed over. An enormous ice box, donated by a Rotarian who had used it in employes' quarters at his brickyard, has room for all campers' supplies. Water taps are conveniently located. The tents are partly shaded, partly open to sunlight from the

adjoining playground. Permanent raised wood floors are used with sides of wood up to the screen wire. Pyramidal khaki tent roofs of army type are supported by a wood frame. Each tent holds eight cots. Six tents have so far been erected. Tents, as well as grounds, are electric lighted, a recent improvement all labor and materials for which were contributed by service club members.

The athletic field was graded and seeded by the Civitan Club which also donated a bubbler at one side. It is large enough for soft ball. Volley ball, quoits and "tether ball" spaces are provided near by. A massive flag staff and memorial tablet set in a boulder were dedicated recently as a memorial to Frank R. Lawrence, former principal of the Boardman Trade School, active member of the Lions' Club and a great worker for the camp. The staff is at the farther side of the play field in a setting of stately cedars.

A sizable recreation building provides a central hall with a large stone fireplace. At one end is a kitchen and at the other end are two good sized sleeping rooms used for winter camping and as overflow space during the summer season. This building was created by work-relief labor, the service clubs furnishing materials, transportation and hot lunches. It is used by campers for rainy day recreation and evening affairs, and occasionally by the service clubs and other adult groups.

The sanitary facilities are excellent, modern flush toilets in adequate number being provided in separate quarters for boys and girls, with septic tank disposal.

An attractive feature of the camp scene is a large outdoor stone fireplace built by the Exchange Club on a slightly point which juts out into the river. Nature trails follow the stream and by courtesy of adjoining property owners lead off through the woods in several directions. The Wepawayug has all the natural "makings" of a good brook trout stream and still affords sport to campers and an occasional adult angler.

#### Leadership

The camp has been in charge of a resident director under supervision of the New Haven Recreation Commission until this municipal bureau was discontinued, and is now under the City Parks Department. It thus becomes in a sense an extension of New Haven's excellent park

**A number of American cities have public vacation camps maintained by departments of recreation. In some cities an individual service club is responsible for a camp. New Haven, according to Mr. Groves, is the one city in which a number of service clubs have united to establish and support a camp for the city's youth. Here six different clubs are cooperating.**

system, affording the city's needy children a "breather" in the open country. Campers bring food and blankets. Everything else is supplied by the camp. If the children are unable to bring any food or to pay their two-token fare to camp, the need is met by the service clubs or a sponsoring social agency. Through the American Red Cross, 150 blankets have been given for use in cases where the home cannot spare any bedding.

Regular campers during the recent summer season, June 1st to September 3rd, numbered 1,327. In addition, attendance of picnickers and visitors was over 3,000 and the past fall and winter season was marked by an increased amount of winter camping.

During the past two seasons, an interesting extension of the camp's influence has come through the bringing to Cedarcrest of groups from the Connecticut School for Boys, the state disciplinary institution for younger boys, at Meriden. These brief vacations, rewards for good conduct, have been keenly enjoyed and the visitors have been exemplary camp citizens.

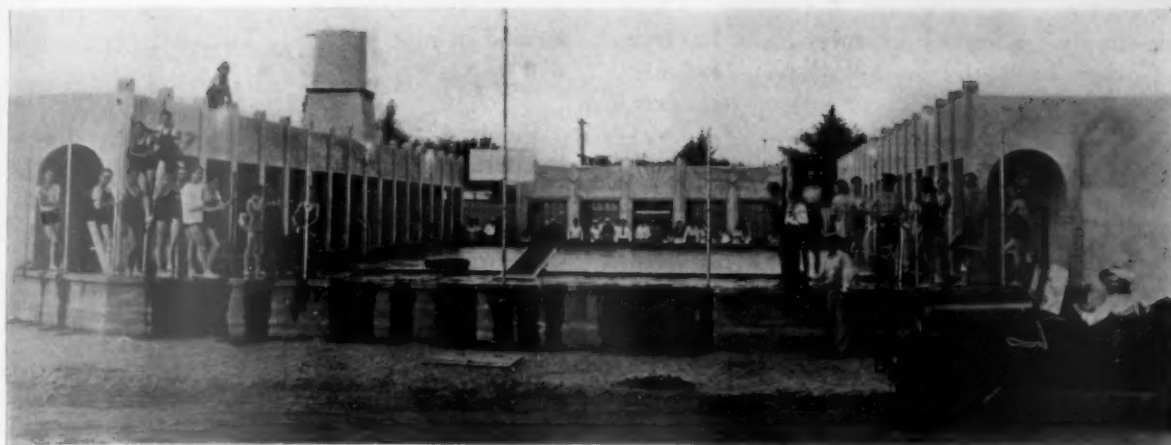
The camp director's salary and the other items of the camp budget are the direct responsibility of the service clubs' committee, financed by annual appropriations from the several clubs, supplemented by special gifts. The town of Orange abates taxes on the property, in appreciation of this courtesy Orange young people are welcome to swim at the camp each afternoon. In a similarly cooperative spirit, the Orange Water Company remits the water charge for showers and other outlets. An annual inspection trip and field day brings service club members out to see the project they are supporting and promotes inter-club acquaintance and good fellowship.

The close of Cedarcrest's sixth year as a developed camp site finds the facilities made available by the New Haven service club members on a higher plane than ever before. Bit by bit these clubs have added to the variety and completeness of the opportunities for enjoyment at the camp. Each year sees some needed addition to the equipment for the comfort, safety and health of the boys and girls who keep the woodlands echoing with their shouts and laughter.

The end result is not merely to provide a glorious vacation

*(Continued on page 230)*





## WORLD AT PLAY

### Playground Clubs Serve Their Communities

THE Playground and Recreation Commission of Alton, Illinois, has found most helpful the activities of the playground dads' clubs, mothers' clubs, booster clubs, and young men's clubs associated with the playground. Here are a few of their activities during the year ending March 1, 1935, according to the Commission's annual report: Water Tower Dads improved floodlights, painted the shelter house, secured bricks and sand for sidewalks, purchased a slide, built a driveway and heated the building for the winter. Fathers at Hell-rung put a furnace in their shelter house, heated the building, and are completing the structure. Milton Dads sponsored the entire summer playground program, while Horace Mann directed the backstop for their ball diamond; Salu Park fathers furnished transportation for the children, Johnson Street aided the directors on the ground; East End sponsored the Sunday program and helped build a storage building, and the young men's clubs at all of the centers helped in every way possible to improve conditions.

### Instruction in Sports Meets Need

ONE of the activities of the Cincinnati, Ohio, Public Recreation Commission is the teaching of golf. During February, 1,190 different Cincinnatians took beginner's golf lessons. Of this number 420 were adults con-

nected with commercial concerns and 770 were students in attendance at three public and three parochial high schools. Six hundred and five residents of the city had instruction in beginner's tennis.

### A New Swimming Pool in Arizona

THE Safford, Arizona, municipal park and swimming pool project was initiated in November, 1933, as a CWA project, with a local American Legion Post sponsoring the construction. The four acre tract of land in connection with the pool and park was donated by the Graham County Board of Supervisors to the Swift-Murphy Post of the American Legion, and an allotment of \$25,500 was approved by the CWA for the construction of the pool and park. On April 1, 1934, the pool was incomplete when orders were received to stop work under the CWA. Through the State ERA a sum of \$2,688 for labor to complete the project was secured. The local American Legion Post raised \$1,750 to buy necessary materials, and the pool was opened July 1, 1934. Located in a desert country, it was necessary to develop a water supply by underground pumping. Fortunately a never ending supply of water was encountered at the shallow depth of 40 feet directly in the location of the pool which is easily emptied by an underground passage to the park where the surplus water is used to water the lawn. As water is very scarce, it is necessary to conserve all the avail-

able supply. The pool measures 50 by 100 feet and ranges in depth from 3 to 11 feet. The only swimming pool available for approximately 10,000 people; during the past year it was patronized by 400 boys and girls each twenty-four hours.

**A Pet and Hobby Show in Ann Arbor**—On April 26th the Kiwanis Club of Ann Arbor, Michigan, sponsored a pet and hobby show at the Yost Field House. There were three departments—(a) collections; (b) crafts and arts, including handicraft and household arts; (c) pets. Special features included demonstrations of workmanship in arts and crafts held during the day and an exhibition of the stunts and tricks of the pets.

**Public Forums in Springfield**—A very interesting series of forums have been conducted in Springfield, Massachusetts, under the auspices of the American Association for Adult Education. More than 1,000 people attend each of the discussions which have to do with social, political, economic and cultural conditions. A presentation of some of the phases of Russian life and literature filled the municipal auditorium.

**Summer Schools in Detroit**—This summer the Board of Education of Detroit, Michigan, is opening a number of summer schools as an expansion of non-credit, non-promotion or leisure-time activities. In this division there will be no set course of study, no program, no rigid entrance requirements, no grading or testing, and attendance will be left entirely to the pupil. Groups of twenty-five will be formed on a basis of grade age, for one, two or three periods per day, at a charge of \$4.00 per period through eight weeks. There will be play schools for pupils from kindergarten through grade 8 with programs made up of music and dramatization, hikes, games, supervised play, hand work, art, nature study, trips, readings, penmanship and spelling, and story-telling.

Hobby and exploratory classes will be organized in schools listing grades 9 upwards where the summer school principal can obtain use of suitable rooms and facilities. Among the projects contemplated are art, dramatics, wood work, clothing, foods, chemistry, type-writing, gymnasium play or outdoor games. Music classes in band or orchestras and instruments of the orchestra including violins, will be

formed in nine schools. The cost per subject will be \$2.00.

**Picnic Activities**—A. E. Genter, Director of Recreation, Pontiac, Michigan, writes that the Department of Recreation has available additional copies of an eight page mimeographed statement on picnic organization and activities. He will be glad to send copies to anyone remitting six cents in stamps. Mr. Genter may be addressed care of the Department of Recreation, Pontiac.

**A Splendid Legacy**—The National Recreation Association congratulates the National Playing Fields Association of Great Britain on the receipt of a £10,000 legacy from Lord Riddell.

**A Visit from Seumas MacManus**—The Cincinnati, Ohio, Public Recreation Commission with the Cincinnati Story League sponsored a visit from Seumas MacManus, the great Irish poet, humorist, story-teller and playwright. A lecture and story-telling hour was held for four nights—April 29th-May 2nd. In addition, Mr. MacManus spoke and told stories at four high schools and one of the literary clubs. "We were simply fascinated," writes Miss Mabel Madden, Supervisor of Community Activities, "by his stories and his manner of telling them."

**The Hobby Round-Up**—From May 1st to 11th, Commerce Hall, Port Authority Building, New York City, was the scene of an interesting Hobby Round-Up held under the auspices of the Leisure League of America of which James S. Stanley is president. There were hobbies of all kinds presented and a number of organizations had exhibits. One of the most interesting sections of the exhibit was that showing the hobbies of a number of outstanding citizens.

## The New Leisure

(Continued from page 189)

"Tlot-tlot, tlot-tlot! Had they heard? The horse-hoofs ringing clear;

Tlot-tlot, tlot-tlot, in the distance? Were they deaf that they did not hear?

Down the ribbon of moonlight, over the brow of the hill, The highway man came riding, riding, riding,

The red-coats looked to their priming! She stood up straight and still;"

can know the deep joy and fulfillment which life holds for a human being.

But it is through religion that the deepest aspirations of man are released. If recreation is a way of life, then religion is the acme of it.

Churches are the natural social centers. I dropped in one evening recently to see a Catholic priest who is a dear friend of mine. I found a crowd of men playing bridge with the priest, playing with the best of them. In contrast I recall the church of my boyhood, a place for long and solemn faces. I laughed once in Sunday-school and was severely rebuked by my teacher. Now we know that the church-house is a place for joy and happiness. I believe that an association should be established between wonder and reverence and joyousness. Such habits formed during formative years remain through life.

During the Christmas holidays the students at Park School dramatized the old story of the ringing of the chimes which epitomized for me the relationship between school, play and worship. During the last act the assembly room, almost by a miracle it seemed, was transformed into a cathedral with glowing windows, robed choir and resplendent altar. A little child stumbled toward the altar with her gift of pennies and then the chimes rang. Somehow, it caught up beauty and worship into a chalice.

The church is also much concerned with leisure because, as Rabbi Hillel Silver has pointed out, the church knows that there can be no culture, no civilization, hardly religion itself without leisure. Culture requires leisure. What people do with their leisure is important. Are they amusing themselves simply, or are they enriching lives. A deeper spiritual being comes from the creative use of leisure.

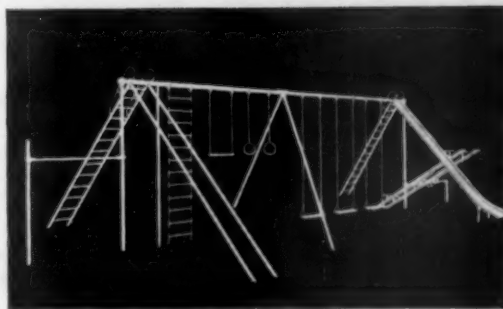
### When You're Making Tin Can Toys

(Continued from page 191)

Drop small pieces of self fluxing solder on the inside of the spout where it meets the can, holding the can in a horizontal position. Apply heat from an alcohol lamp along the outside of the spout until the solder flows; turn the can over and repeat the operation along the other edge of the spout. It is possible to make a very neat joint by this method. A lid can easily be made by using the top of a larger can with a handle soldered to the top of this lid.

#### A Sand Bucket

A very acceptable sand bucket can be made from a No. 2½ can, or a larger size if desired, by



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soldering wire loops to receive the handle the same as described for the stew kettle, the handle to be made from a piece of wire from a coat hanger.

To accompany this bucket a scoop made from a smaller can is desirable. To make this scoop, sketch with a pencil on the outside of the can a line where you wish to cut away the tin. This should be an even flowing curved line. The best tool, and really the only tool, I have found to cut this curved line around the can is what I call a pair of duck-bill snips. (Those I have are branded Pexto.) After this cut has been made the sharp edge should be taken off with a file. Now make a handle of a proper size by the same method as that previously described and solder the handle to the end of this scoop or what was the bottom of the can.

#### A Toy Roaster

A very realistic toy roaster like the one in the illustration can be made from two small sardine cans. Make handles as described for the stew kettle and shown in detail A so that the handles on the top half of the roaster fit neatly inside the



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handles on the lower half. The top half may also have a handle such as shown in the illustration, which should be made in the same way as the handle to the lid of the stew kettle.

These toys when coated with enamel are very attractive. The inside should be either white or aluminum. As the so-called "tin" from which cans are made is nothing more than thin steel with a thin coating of tin they will rust where the tin is worn off or scratched, unless coated with some material. There are, however, three or more grades of tin, and the better cans such as are used by one concern in putting up pop corn have a very durable coating of tin.

### Something About Marionettes and Their History

(Continued from page 193)

Their great vogue, together with this apparent leniency on the part of the Church, did not at all add to their popularity with the actors on the legitimate stage, who looked down on the puppets and called them "miserics, both dangerous and demoralizing." The legitimate stage actors were jealous of the puppets because they thought their proceeds were being reduced through competition, and their dislike finally became too strong for the puppets to combat, clever as the puppets were at defending themselves with biting satires at the expense of the actors. In England the company of Drury Lane demanded the puppet theatres be closed, while in France the actors succeeded in driving the puppet showmen to the markets in the Parisian suburbs. Due to the actors, puppet showmen were not permitted to produce plays with dialogue; only monologues were allowed, and even they could not be spoken in the natural voice,

## Among Our Folks

**F**RIENDS of Clark W. Hetherington will all rejoice to hear that on June 8th he received the honorary degree of Doctor of Pedagogy from the University of Southern California.

On June 10th Dorothy Enderis, Assistant to Superintendent in Charge of Extension Department, Milwaukee Public Schools, received an honorary M.A. degree from Lawrence College, Appleton, Wisconsin. In conferring the degree Dr. Wriston said:

"Because you have brought to the increasingly significant problem of leisure activity profound sympathy, prophetic vision, administrative skill and great wisdom, we are glad to recognize your achievements, and by the authority vested in me I confer upon you the degree of *Master of Arts, honoris causa*, and admit you to all its rights and privileges."

In April, after twenty-five years of continuous service in the playground movement of Hamilton, Canada, Charles Peebles retired from active service. Members of the Recreation Commission presented him with an illuminated address thanking him on behalf of the mothers, fathers and children of the City of Hamilton for work well done. From 1911 to 1931 Mr. Peebles held office as secretary, as treasurer, as vice-president and as president of the Hamilton Playground Association and from that date to 1935 as chairman of the Playground Commission which replaced the Playground Association. Mr. Peebles was elected an honorary life member of the Commission.

Mrs. Chester G. Marsh, formerly director of the Westchester County Workshop maintained by the Westchester County Recreation Commission in the County Building at White Plains, New York, has resigned that position to serve as Director of Arts and Crafts for the Girl Scouts, beginning June first. Mrs. Marsh was connected with the Westchester County Recreation Commission for twelve years, being its first executive. For five years she directed the Workshop.

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but had to be distorted by means of the "sifflet pratique." This is a small, flat whistle, held between the roof of the mouth and the tongue, and even today, some modern Punch and Judy showmen use this method to impart the squeaky falsetto voice associated with Punch. There is always the danger that this whistle may be swallowed in the excitement of a tense moment, even by the most proficient!

## Seaman F. Northrup

Judge SEAMAN F. NORTHRUP, who died in May, for ten years served as a district representative of the National Recreation Association. Cheerful and courageous at all times, he gave himself unstintingly to his work. No one could persuade him to limit his hours or conserve his strength, and every power he had was completely dedicated to his tasks. He cared profoundly for the national recreation movement.

### Oriental Marionettes

Oriental marionettes are so beautiful and so interesting that it is difficult to know just what to say about them. Perhaps one of the most interesting groups are the marionettes of Japan. This country had no theatre before the advent of the marionettes, about 1660 A. D., when the first puppet theatre in Japan was established. They did have the beautiful "NO" plays, but these were semi-historical-religious dramas, presented in the language of the court, and far above the understanding of the common people. After the advent of the puppet theatre, which was under the patronage of a powerful and wealthy Prince, the legitimate theatre in Japan was developed. Nationally famous poets wrote dramas for the puppets, and great painters decorated the stages and scenery. The costumes, make-up, dramatizations and stage conventions as created then by the marionettes were so perfect that they have been handed down intact and form the basis of the legitimate Japanese drama of today whose human actors adopted the perfection established by the puppets. The Japanese puppets are about one-third life-size and each figure is worked by three operators. The chief operator is dressed in very beautiful robes, and it is considered quite an honor to become one. He works the head and the right hand, while his two assistants, clothed in black, with black hoods over their faces, work the left hand and the feet. In his book, *While Rome Burns*, Alexander Wolcott tells of the dexterity of the Japanese puppet-manipulators, and in the Christmas issue of the *London Illustrated News* for 1931, there is an interesting and profusely illustrated article on marionettes in Japan.

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## Magazines and Pamphlets

Recently Received Containing Articles  
of Interest to the Recreation Worker

### MAGAZINES

- The Journal of Health and Physical Education*, June 1935  
Progress and Problems in Health and Physical Education Among Colored Americans, by Edwin B. Henderson  
The Influence of School Training on Leisure-Time Activities, by C. L. Brownell  
New Features in Gymnasium Planning, George A. Hagen  
How I Instruct My Tennis Classes, by Mary K. Browne
- Parks and Recreation*, June 1935  
Wyoming's George Washington Memorial Parks, by Harold L. Curtiss  
The Forestry Building at Portland
- Leisure*, June 1935  
New Hampshire Encourages Handicrafts, by Thelma Brackett  
Tips for Tennis Tyros, by Davis Humphrey  
New Light on An Old Craft, by Edward W. Frentz  
A Game for Children, by C. A. Byers
- The National Parent-Teacher Magazine*, June 1935  
The President's Message—A Wise Use of Leisure, by Mary L. Langworthy  
Recreation on the Family Plan, by Marian Warren Moore
- The Parents' Magazine*, June 1935  
Leisure and Libraries, An Editorial by Beatrice Sawyer Rossell  
A New Angle on Camping by R. Alice Drought, Ph.D.  
Play in Your Backyard, by Grace E. Batchelder  
A Happy Vacation Spent at Home, by Florence Smith Vincent  
Let's Give a Party
- American Childhood*, June 1935  
What Shall We Play This Summer? by Nina B. Lamkin
- The Sportswoman*, May 1935  
Stunt and Formation Swimming, by Gertrude Goss  
Swimming and Waterfront Safety, by Marjorie Camp

### PAMPHLETS

- Picnic Bulletin*, Department of Public Recreation, Reading, Pa.
- Des Moines Playground and Recreation Commission Annual Report 1934*
- Construction and Maintenance of Baseball Fields*, by Clarence F. Waltz  
Bulletin No. 7—The Athletic Institute, Inc., 1712 Republic Building, Chicago, Ill.
- Famous Places in the United States Swimming*
- Natural Scenes of the United States*  
Obtainable from Frederic J. Haskin, Washington, D. C., at 10 cents each
- Biennial Report of the Milwaukee County Park Commission and Milwaukee County Regional Planning Dept. 1931-32*. Court House, Milwaukee, Wis.
- Annual Report of the Minnesota Emergency Relief Administration, Recreational and Leisure Time Department, 1934-35*

*Leisure in Our Time—A Survey of Recreational Opportunities in Delaware County, Pennsylvania, 1934*

Prepared under the joint auspices of the Delaware County Park Board and the Delaware County Welfare Council.

*Annual Report of the Board of Park Commissioners, Oklahoma City, Oklahoma, 1934*

*Municipal Recreation, Salt Lake City, Utah, 1934*

*Educational Activities Promoting the Worthy Use of Leisure Time.*

Los Angeles City School District. Special Bulletin No. 89

*Report of the Boston Park Department Competitive Sports Program, 1934*

*Report of the Recreation Commission of Portland, Maine, 1934*

*First Annual Report of the Department of Public Recreation of Winston-Salem, N. C., 1934-1935*

## The Boy Scout and His Hobbies

(Continued from page 195)

strength of his skill, experience, study and intense interest in these two subjects that he won his chance at great adventure. Hobbies sometimes take one farther than one's dreams, pay better than one would ever fancy they could or would.

### At the Jamboree

Next August some 30,000 or 40,000 Scouts will assemble in an immense encampment in Washington, living in tents almost in the shadow of the Monument. The occasion is the celebration of the Silver Anniversary Year of Scouting, marking the completion of twenty-five years' history in the making in America. These Scout delegates from all over the country will be selected for their outstanding qualifications and records in Scout experience.

Most of them will be Life, Star or Eagle Scouts, the higher ranks in Scouting, standing for arduous training in advanced Merit Badge subjects, hobbyists all.

Among the more spectacular and formal phases of the program which will be scheduled during this gigantic Jamboree it will be safe to say that innumerable unofficial confabs will be held. Who knows how much stimulating hobby chat will go on, what stimulating exchanges of views as to whys and hows of hobbies will accompany these tent flap conferences between individuals or groups? What a wealth of new ideas, healthy enthusiasm and fresh breath of life these representatives of Scouting will have to take back to their home Troops when it is all over! How the more-and-better-hobbies horse will rock!



These Boy Scouts of today will be the craftsmen and creators, the business and professional men of tomorrow. Even if these early interests of theirs do not chance to lead directly to their life work, there can be no doubt that they will pursue their chosen careers no less ably and profitably because in their youth they listened to the neigh of the hobby horse on the wind, and more than likely will go on listening in their maturer leisure hours, still follow the delightful lure of clattering hoofs, down many an intriguing by-path, leading to many a rich and green pasture of practically limitless expanse.

He who has once hugged a hobby to his heart, or better still, more than one, is never likely to know the irk of boredom. He has always at his command an inexhaustible source both of recreation and creation. He who learns young to pour more of himself into life, will find that life will reward him richly, prove a miraculous pitcher, "chock full" of health and happiness, a well earned increment of pleasure and profit.

## Playing Indian With a Purpose

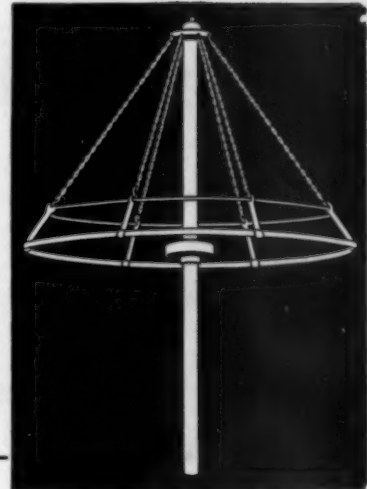
(Continued from page 198)

### Rituals—Ceremonies—Plays—Pageants

There are endless possibilities in the program and every opportunity to present unusual pageants and rituals following the preliminary work. One need mention only a display of craftsmanship, decorated teepees, bizarre costumes, rhythmic dances, a corn festival dance, perhaps a game of lacrosse, a flaming arrow ceremony, a ritual when tribal names are given, and many other ceremonies. Opportunities without end are offered by the program to pageant the unusual, the interesting and the impressionable.

### A Brief Bibliography

- Omaha Tribal Games and Dances*, Alice Fletcher
- Rhythm of the Red Man*, Seton
- How of the Indian*, Parker
- Indian Book*, Julian Harris Salamon
- Indian Sign Language*, William Tompkins
- My Life With the Indians*, Schultz
- Indian Bead Work*, American Museum of Natural History, New York City (\$35)
- Indianlore* (A pamphlet), Cheley, 600 Steele Street, Denver, Colorado
- Books by Dr. Charles Eastman
- Books by Smithsonian Institute, Dr. Charles Eastman  
(Several books and pamphlets of interest)



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## "Boys and Girls Together"

(Continued from page 202)

### What Boys and Girls Themselves Want

All these things, of course, are but straws in the wind, and we must make every effort to find out what boys and girls want themselves. They do not really know, but they love new experiences and they love to discuss and they are pathetically eager to find some clues out of the maze.

The Dean of Women of Syracuse University asked 203 freshman girls to name the problems they faced outside the classroom, for which they felt they had been inadequately prepared before entering college. Their replies, briefly summarized, were as follows:

Social experience	Boy friends
Taste in dress	Habits of neatness
How to converse	Making decisions
Living away from home	Use of money
Health and personal hygiene	Sex knowledge

The boys and girls of a Los Angeles high school decided that they lacked experience in social practices and procedures. So they built a guest house, in which they entertain each other and their friends. Many a Girl Scout "Little House," of which there are now hundreds throughout the country, furnishes a similar informal social training.

One of the things that boys and girls need

cruelly to learn is to finish what they have begun. Too often they undertake something far beyond their skill and capacity and leave it half done when interest lags under unexpected difficulties. Here is where wise older people can be of the utmost help in tactfully supplying needed training and thus stiffening character.

It is not easy to know what can be done for boys and girls under the present hard and confused conditions of modern life. But somehow they must be helped toward adequate and adjusted living, socially, economically, and emotionally. Perhaps we shall come to what William James urged so long ago in his *Moral Equivalent of War*, a period of compulsory work service for all young people, like—and yet how unlike—what is now being so harshly carried on in Germany. If we ever do, it will be not merely a period of work but also a period of vocational direction, further education and true recreation.

NOTE: As this issue of the magazine goes to press announcement is made of the formation of the National Youth Administration, created by executive order of President Roosevelt for the following purposes: to find employment for jobless youth; to train and retrain for industrial, technical and professional employment opportunities; to provide work relief on projects designed to meet the needs of youth, and to provide for continuing attendance at high school and college. \$50,000,000 has been allocated for the project.

## Chicago Makes Her Preparations for the Recreation Congress

(Continued from page 205)

a basic element in any recreation program. But the youth of thirty years ago had not been reared to the constant hum of the machine; it was still the day of hand tools. There was no call for the exercise and development of patient application in the arts and crafts, for which there was little time after release from work. School playgrounds of that day were not the centers of youthful industry which they have since become under our Board of Education. The instructors of that time might well devote themselves to personal instruction of their charges individually, and give less of thought to affording opportunity for self-leadership and the organization of a functioning democracy in leagues and tournaments. Recreation was then a matter of relaxation after work. Now we are thinking of it the world over as the major business of living, when we are released from compulsion and freed to make an art of living.

### Many Demonstrations Will Be Offered

The demonstrations planned for this year's

Congress will differ from those of 1907 as the program of today varies from that of thirty years ago. There will be demonstrations by hobbyists of the city of the processes by which they create their products, step by step. Boys will be there making planes; their mothers will be demonstrating weaving; their grandmothers will be engaged in needle point, embroidery, lace-making or quilting. Grandfather will be there demonstrating some of his special end-plays in chess, in the solving of puzzles in checkers. Perhaps he will outline the basic strategy of the game of Halma, or show how to take the defensive side of the game of fox and geese successfully. Sister will make a puppet, a doll or a Hallowe'en mask before the eyes of delegates, and her brother's young bride may well be there engaged in block-printing of drapes for her new home or in patterning Batiks for some article of wearing apparel or some domestic wall hanging. All of the fundamentals of a manual craft or hobby program will be demonstrated, not alone in production, but also in the processes of making those products from inexpensive material.

The National Recreation Association is planning also to intersperse with the program proper brief, 'thumb-nail sketches of community music numbers, of dramatics and presentation of the arts as elements of the newer sort of recreation activities.

Technically too, the plans call for consultation. Nearby systems as well as those of Chicago will bring to the Congress their planners, architects and technical experts in general. If a delegate wishes to consult with a technical man on the design, construction and filtration of a new swimming pool, he can make an appointment and before him he can lay his blue prints for advice. Field trips are planned rather than spectacular programs, in order that the delegates in attendance may see the programs going on in their community, with club groups in action. Buildings may be inspected and studied on the ground and plans and lay-outs examined not alone in the lay-out of the original ground of the turn of the century, but in the latest and most evolved development of the city.

Chicago will eagerly await its opportunity to display all that we have learned here in the city and will be on the alert for the critical observations or suggestions for improvement which we expect to receive from visitors, advising us as to ways in which still better results may be achieved.



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## How One City Acquired Play Areas

*(Continued from page 208)*

last two months, a large part of the next payment, which is not due until summer.

Undoubtedly the group of men who bought the original tract would have purchased this land, as well, but we felt that it was far better strategy to have the people of the neighborhood buy their own playground than to have a few wealthy men do it. The effect on the city fathers would be quite different.

We hope that we can persuade the Council to include the whole amount in the budget this spring, but if the city does not buy the land this year we are confident that it will in the near future. In the meantime we shall have the use of the land and the Association has proved to the city at large that the people of the First Ward are solidly behind the recreation program.

NOTE: As a happy ending to this story word reaches us as this article goes to press, that the Council has purchased the fourteen greatly desired lots.



### Music in a Public Recreation Department

*(Continued from page 210)*

The outstanding example of coordination of these different projects is the work being carried on at the National Catholic Community House. Here is being conducted what amounts to a settlement school of music using leaders from both the Emergency Schools and the Emergency Relief Administration. The activities include a community orchestra, piano classes for children and adults, classes for violin and guitar, a glee club, a minstrel group, classes in sight singing and voice instruction. Other such centers could be organized if the facilities were made as freely available.

The all important questions as to how effective is the program, how far a Public Recreation Commission should go in the field of music, to what level it should confine its efforts, the writer is constrained from answering. We will presume, however, to say quite frankly that we have faith in its basic soundness, while recognizing that others might differ with us in detail or approach to the problem.

### The Place of Drama in Recreation

*(Continued from page 213)*

pool and probably centered around the pool. Aside from these big productions there is always a little play in rehearsal on every ground and drama is a well established activity.

One of the most delightful outdoor theatres in the east can be found in Bloomfield, New Jersey. This theatre was built on one of the playgrounds with relief funds and gave work to a group of the town's unemployed. In Bloomfield, Miss Ruby Oscarson has trained her own directors and will conduct the fifth playground tournament this summer. Material of high quality is used and it is not unusual to find the plays of such excellent authors as Stuart Walker, Rachel Field and Constance Mackay on the tournament programs.

In encouraging you to sponsor a drama program I can't over emphasize the fact that there is talent everywhere, especially among children. The schools haven't the time to take over the task of giving them well organized formal drama and a great opportunity is thus left for the recreation department. Leadership is the great need. But so many successful programs have been developed by training leaders within the department that I think it is safe to say that there is no community where it is not possible to develop leaders and that there is no community where drama cannot be successfully included in the program.

### Blue Mound Banishes the Depression Blues

*(Continued from page 215)*

#### The Programs

Programs were developed through the help of the schools and other organizations. There was an operetta by the high school, athletic exhibitions under the direction of the high school athletic coach, tap dancing and music under the supervision of the music director of the schools, plays by the Community Players, a full sized minstrel show in black face with a cast of forty, every member a farmer from the neighborhood except the interlocutor who is a hardware merchant in the village, a German band, an Old Fiddlers' contest, folk dancing by trained groups, individual and glee club singing—all by local people. The master of ceremonies is the manager of an oil station. The leader of the band is a hardware merchant and the bandsmen are business and professional men and farmers of the community.

The social value of the project is incalculable. In spite of the continued bad economic conditions the habit of glooming about it has been cast off in Blue Mound.

The whole project was born in desperation and in the belief that the community was not serving itself when it sat about twiddling its thumbs, wearing sackcloth and ashes and moaning about the economic situation. Working for entertainment for each other, making one evening a week a genuine community holiday, with the occupation of preparing for it together, did the trick.

The community is proud of itself instead of being sorry for itself. Members of it know each other better than they have ever known each other before and they have shown that good wholesome fun, created by the community is not only good for them but extraordinarily attractive to others who came from all parts of central Illinois in thousands to attend the entertainments so freely offered and so well done.

### A Community Camp

*(Continued from page 220)*

for thousands of needy youngsters. It is a genuine service for the business and professional men who make up the service clubs to identify themselves in this constructive way with the satisfying of a fundamental need of youth. They get a deeper thrill than the youngsters when they go out and see and hear groups of happy campers rollicking through these wild acres.

## New Publications in the Leisure Time Field

### Finger Painting

By Ruth Faison Shaw. Little, Brown and Company, Boston. \$2.50.

**F**INGER PAINTING is the result of Miss Shaw's quest for improved methods of educating children at her private school in Rome. After long experimentation she discovered the formula of a firm, clayey paint which when mixed with water could be easily manipulated by a child's finger and was absolutely harmless. Finger paints are now in use in over 125 schools. Finger painting is a part of the curricula of summer camps. It is recognized as one of the most valuable modern developments in the training of children. The book contains some interesting reproductions of paintings done by children between the ages of two and a half and thirteen years.

### Tap Dances for School and Recreation

By Anne Schley Duggan. A. S. Barnes and Company, New York. \$2.50.

**T**HE USE of tap dancing in the school and recreation program is becoming increasingly popular and the routines offered in this book have been particularly designed for this purpose, varying from short, simple dances for the real beginner to full length, difficult routines for the more advanced enthusiast. The book also includes several rhythm buck routines, a type of dancing recently popularized. Through adaptation of the routines to well known melodies, as well as original compositions, the author has made her material doubly useful. It should be noted that this book is a supplement to the author's first book on the same subject.

### The Curriculum in Sports (Physical Education)

By Seward C. Staley, Ph.D. W. B. Saunders Company, Philadelphia. \$2.50.

**I**NTENDED to serve two purposes—(1) for use as a textbook in classes studying the curriculum in sports and (2) for the use of teachers conducting sports curricula—this book is woven about one central idea, namely, that the curriculum in sports should be organized and conducted according to standardized educational theories and practices. Physical educators and recreation workers will be interested in Dr. Staley's conclusion that there is not and cannot be a separate and distinct physical education that the phase of education, now called physical education is sports education. He further suggests that it would be advantageous to abandon the title of physical education and adopt that of sports education. Whatever the title used, however, the practices and principles advanced in the book are equally applicable.

### Let's Make a Book

By Harriet H. Shoen. The Macmillan Company, New York. \$0.75.

**B**OYS AND GIRLS are introduced in this small book to the fun of book making. First there are the easy books—scrap books, photograph albums, baby picture books and other ideas for rainy days at home. Then follow clear directions for making a real book, with suggestions for rebinding old favorite books.

### Team Sports for Women

By Alice W. Frymir and Marjorie Hillas. A. S. Barnes and Company, New York. \$3.00.

**B**ASEBALL, basketball, field hockey, soccer, speedball and volley ball are the six sports selected for a thorough analysis of techniques and plays. Each sport is analyzed as follows: General statement of game; individual technique; offensive individual play; defensive individual play; offensive and defensive team tactics; and players and their positions. Sample examinations and selected references are given for each sport, and information on officiating and methods is included.

### The Arts of Leisure

By Marjorie Barstow Greenbie. Whittlesey House, McGraw-Hill Book Company, Inc., New York. \$2.50.

**H**ERE IS a book for vacation reading when you can take time really to enjoy a delightful and stimulating philosophizing on the many arts which go into the supreme art of living. You will learn something of the charm and grace leisure hours may take on, and you will discover how life may be made more enjoyable through the arts of conversation, reading, loafing, going places, letter-writing, song, decoration, making things, growing things, and many other activities. You cannot afford to miss this book.

### On Soap Sculpture

By Lester Gaba. Henry Holt and Company, New York. \$1.00.

**I**F YOUR hobby is soap sculpture or if you want to learn how to go about it, this is a book you must have! It will give you complete instructions on means and methods; actual patterns and diagrams of objects to be carved; hints about subjects and how special results may be obtained, and directions for a soap carving party. There are photographs which range from the various stages of the actual carving of a Scottie to the finished groups which have been used for many national advertising campaigns.

**Social Work Year Book 1935.**

Edited by Fred S. Hall. Russell Sage Foundation, New York. \$4.00.

The *Social Work Year Book*, published biennially, embraces more than social work itself. The volume is therefore subtitled "A Description of Organized Activities in Social Work and in Related Fields." Activities and agencies are regarded as related if their executives or other staff members are significantly associated with social workers in performing the tasks for which either group is responsible. For information within its scope the Year Book is a concise encyclopedia, periodically revised. Nearly all articles in the present issue indicate briefly the effect of the current economic depression, but their chief purpose is to describe the included activities in the form in which they were organized at the end of 1934. Part I contains a large number of articles contributed by leading social workers and carefully classified. Part II is a directory of 413 national and international agencies, public and private, 526 public state agencies and 51 state-wide private agencies.

**Leisure Time Directory—Chicago 1935.**

Chicago Recreation Commission, 1634 Burnham Building.

The Chicago Recreation Commission as one of its first pieces of work has compiled a Leisure Time Directory of Public and Semi-Public Recreation and Auxiliary Agencies for the use of recreation and social workers, policemen, civic groups and neighborhood leaders. The directory first lists the city's parks and playgrounds under the Bureau of Parks, Recreation and Aviation, the Board of Education and the Chicago Park District. Recreational facilities are then listed by communities and city-wide organizations are noted. The directory is an outstanding example of the effectiveness with which such listings and information can be given.

**Demonstration Handbook of Olympia Through the Ages**

By Harriet V. Fitchpatrick and Florence M. Chilson. A. S. Barnes and Company, New York. \$1.50.

Everyone attending the American Physical Education Association Convention held in Cleveland, Ohio, in 1934 was tremendously impressed by the pageant, "Olympia Through the Ages," depicting the history of physical education. Over 3,000 took part in what was felt to be a genuinely educational program. This book attempts to answer the many questions which have been asked about the pageant. With the descriptions given and the definite suggestions offered for costumes and music the pageant, it is believed, can be adapted to any community.

**Willingly to School.**

Prepared by the staff of the Fox Meadow School, with a foreword by William H. Kilpatrick. Round Table Press, New York. \$3.00.

"The new type grade school has never had so artistically beautiful and humanly interesting and engaging a presentation as this," states the *New York Times Book Review* section for January 27, 1935, in commenting on this interesting book which is an account of what is being done and what success is being achieved at the Fox

Meadow School in Scarsdale, New York. The presentation is made largely through pictures which are unusually fine examples of photography by Wendell MacRae. They show the children engaged in dozens of widely varied activities—one alone, a group of two or three or more, or a crowd of them with the outdoor and indoor backgrounds and environment afforded by the school and its gardens and play yards.

**Federal Transient Program.**

By Ellery F. Reed, Ph.D. The Committee on Care of Transient and Homeless. 1270 Sixth Avenue, New York.

This evaluative survey, the result of a study made under the auspices of the Committee on Care of Transient and Homeless for the period covering May, June and July, 1934, contains a vast amount of information regarding this pioneer effort of the federal government. In addition to the findings on housing, physical and medical care, provision of work, administration and personnel, there is a section on Religion, Recreation and Education. "The importance of leisure time in the transient program," the report states, "was recognized early in its administration." The camps and shelters, the survey showed, nearly all had recreation halls or rooms, but these were lacking in adequate equipment, the different centers differing greatly in the extent to which recreational activities had been developed. Some had especially trained persons in charge of the program, and a good deal was being done in spite of severe limitations of funds. "It was clear that where the recreational program was strong it made a great difference in the attitudes and entire atmosphere of the transient bureau, and was a constructive force in the rehabilitation of the transients."

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# Can You Answer These Questions?

- What are some of the problems created by the new lesiure? What can be done to cement family ties through leisure-time activities?

*See page 187*

- Don't throw away your old tin cans. Many useful articles can be made from them. How would you go about making a coffee pot? A kettle and bucket?

*See page 190*

- Where did marionettes come from? What is their historical background? In which century did they reach their greatest popularity? What place did the puppet occupy in Japan?

*See page 192*

- Mention some of the popular hobbies enjoyed by Boy Scouts.

*See page 194*

- Playing Indian never loses its popularity. What are some of the things to be kept in mind by the leader in a recreation program in which Indian activities are featured? List some craft projects possible.

*See page 196*

- What plans are being made through the federal government to help solve the problem of youth? What are some of the activities for older boys and girls together which are being carried on by various youth organizations?

*See page 199*

- In 1907 the first Recreation Congress was held in Chicago. What are some of the changes which delegates to the Twenty-first National Recreation Congress will see which are indicative of trends in the recreation movement?

*See page 203*

- What plans for purchasing lands for play areas may be devised? How did one city acquire its play areas?

*See page 207*

- In what way may a city tie up its municipal and FERA activities in music? What musical activities may be conducted by a municipal recreation department?

*See page 209*

- List some of the recent developments in community drama. What are recreation departments doing to promote drama? What accomplishments are possible in the field of children's drama?

*See page 211*

- How may a small community without funds create a community spirit which will banish the depression blues?

*See page 214*

- Describe some of the activities at a girls' camp. How celebrate Christmas in July? What may a city do through the cooperation of its civic agencies to develop a community camp?

*See pages 216 and 219*

## The Supreme Art of Living

"SINCE ALL WORK that is done for a living is bound, at some time, to force a compromise with the ideal, one ought for one's own psychic health to have something one does entirely for its own sake, something which fulfills the desire to do as well as possible, to carry through to perfection, to follow one's own taste and inspiration with subservience to nothing except the inner voice. There should be some art, some knowledge, some well doing, which has no personal end, something that is its own sure and unceasing reward. For some, very simple hobbies serve this end; in this way they do work of lasting good and glory. It does not matter. It only matters that in this avocational activity, whatever it is, the spirit is wholly free.

"To build a good life, filled to the brim with all that life can bring from youth to old age, as little hampered as possible with sickness and poverty and lack of love, is no easy thing. There is no hard and fast formula for it. If this golden calf on whose altars so many of us have been burning ourselves to ashes seems a particularly foolish god, we shall if we are not careful only set up something else just as bad. . . . Even now many are talking of leisure as if it were a new god, a kind of cross between Santa Claus and the great god Pan, piping on a shepherd's pipe, and dancing a jig, and carrying on its shoulders a sack of shining new hobbies. Leisure is not necessarily this and it is not that, even though there are twenty-five good arts in this book which might, conceivably, fill some hours. Perhaps the most it can do for us is to lead us to pause now and then in the inevitable day's work and say, 'Life is a mystery I do not understand, and probably I never shall. But the first free shining hour that comes my way I will seize and start on the great adventure of finding what it is all about.' It may be we shall never find out. But what does it matter? In an adventure like that one is bound to have a good time all the way."

From *The Arts of Leisure*, by Marjorie Barstow Greenbie.

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